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Application

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Part I: Applicant Information, Summary of Long-Range Facilities Plan

A: Application Information

School Administrative Unit/RSU/CTE/Higher education/Industry Training Center Sanford School Committee
/Great Works Learning Campus/Sanford Regional Vocational Center/Sanford High School

School Name & Address: SRVC & Sanford High School
52 Sanford High School Boulevard, Sanford, ME 04073

Superintendent: Elizabeth J. St. Cyr

Project Contact Person and Title: Elizabeth J. St. Cyr, Superintendent of Schools/Sanford

Telephone Number: 324-2810 Fax #: 324-5742

E-mail Address: bstcyr@sanford.org

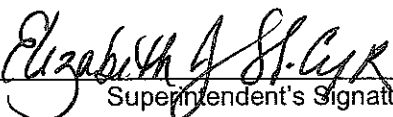
A Major Capital School Construction Project for an Integrated 9-16 Educational Facility shall articulate the following criteria:

- a. Facility will consolidate and integrate secondary and post-secondary education for:
 - A regional high school
 - A fully integrated career and technical education high school
 - A higher education center that will provide courses and degrees from both the University of Maine System and the Maine Community College System; and
 - Industry training center
- b. Facility will promote 'one campus' design.
- c. Administration of the four educational programs will be consolidated, whenever possible.
- d. Long-term sustainability and cost reductions resulting from either consolidation and/or integration of programs over a ten year period will be explained.

Applicant shall provide documentation of decisions made by each participating party (i.e. each school administrative unit, regional school unit, career and technical education center or program, higher education center and industry training center).

After careful study of our school facility needs, the following parties have agreed to proceed with the attached application (please include a copy of the Parties action with this application).

10.29.08
Date of Vote


Superintendent's Signature

11.24.08
Date

Results of Vote: A motion to endorse the first choice option carried 3 - 1.

Date of Vote


Career and Technical Education Director

11.24.08
Date

Date of Vote

See Attached Letter
University of Maine System

Date

Date of Vote

See Attached Letter
Community of College System

Date

Date of Vote

See Attached Letter
Industry Training Center

Date

B. Summary of Long-Range Facilities Plan

1. Detailed description of your long-range plan for implementation of an integrated 9-16 Educational Facility
2. Documentation of the commitments with all secondary and post secondary partners.
Documentation will include at a minimum: Memorandums of Understanding with the University of Maine System and Community College System that will include funding, courses and degree granting should be for at least three years. Course equivalencies will need to be updated on a regular basis.
3. Describe how the integrated facility will provide fully integrated learning experiences for all students and for community members.
4. Describe the functioning of the advisory body, the integration with the local economy, and the means of promotion of employment and a skilled workforce optimal for economic development.

Part II: Integrated Educational Program

1. Describe the administrative structure of the proposed Integrated 9-16 Educational Facility.
2. Describe and document administrative consolidation as planned in this proposal.
3. Describe how the students' program will be fully connected to the integrated consolidated model.
4. Describe how the *Learning Results* will be integrated into the educational program
5. In your discussion of each area below please articulate the instructional innovations and pedagogical approaches.

High School:

Career and Technical Education:

Higher education [University of Maine System and Community College System]:

Industry partnerships:

Articulate your professional development plan to implement this philosophy.

6. Describe the ways in which this project will result in reduced costs to the communities involved.

APPLICATION INSTRUCTIONS:

Applications will be accepted at the Department of Education through December 1, 2008.

Submit the **original** application and **two copies** – **SPIRAL BOUND PLEASE**

All items on this application must be addressed with as much detail as possible. Use additional sheets if necessary.

Submit application and all documents to:

Scott Brown, Director of School Facilities
Department of Education
23 State House Station
Augusta, ME 04333-0023

If you have questions regarding the application process, please contact Scott Brown at (207) 624-6883 or by email at: Scott.Brown@Maine.Gov

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ACKNOWLEDGEMENTS & PARTICIPANTS

Sanford School Committee

Mrs. Marguerite Herlihy, Chairperson
Mr. Robert Dezenzo, Vice Chairperson
Mr. Robert Gendron
Ms. Patricia L. Gulnac
Dr. Mark Lucier

Application Administrators

Elizabeth J. St. Cyr, Superintendent of Schools
Deborah Guimont, Regional Director/Sanford
Regional Vocational Center (SRVC)-Great Works

Contributors

Students, Teachers, and Administrators of
Sanford High School
Students & Teachers of Sanford Regional
Vocational Center (SRVC)
Futures Team Participants
Partner Schools

Professional Consultant

Lyndon D. Keck, AIA
PDT Architects
49 Dartmouth Street
Portland, ME 04101

Frank M. Locker, PhD, AIA
Frank Locker Educational Planners
306c Dover Point Road
Dover, NH 03820

Project Partners

Acton Schools
M.S.A.D. No. 60
M.S.A.D. No. 35
M.S.A.D. No. 57
Wells/Ogunquit CSD
York Schools
Kittery Schools

Potential Partners:

M.S.A.D. No. 71
Biddeford/Saco/Old Orchard Beach Schools

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EXECUTIVE SUMMARY

HUGE MARKET NEEDS

The Great Works Project and Sanford High School together comprise one of Maine's largest high school campuses. Sanford High School presently has 1,350 students in grades 9-12. The Great Works/SRVC presently has 512 students. Sanford High School has an enrollment of 1,200 students making for a total combined campus enrollment of 1,712 students; making it one of the largest high school campuses in the State of Maine.

Great Works/SRVC is a regional applied technology center that serves the communities and school districts of Sanford, Acton, MSAD N°57, MSAD N°60, MSAD N°35, Kittery, York and Wells-Ogunquit for a service area that incorporates seventeen towns.

Even more impressive is the geographical area which runs 46 miles from north to south, from Limerick to Kittery and 25 miles from east to west, from Wells to Lebanon on the New Hampshire border.

The seventeen towns have approximately 6,000 area high school students in grades 9-12. It is important to note that Sanford is located at the geographical center of the area served by SRVC.

MAJOR EXPANSION OF AN ALREADY SUCCESSFUL PROGRAM

Sanford Regional Vocational Center presently offers fifteen different programs at three different high school locations, as well as introductory exploratory programs at one of the sending partner high schools.

Enrollment has risen dramatically from 383 students in 2005 to an enrollment of 512 students in 2008. In 2008, SRVC received 848 applications from students to enroll in the program. Limited space has resulted in turning away several hundred additional students who presently would like to enroll in the programs. SRVC presently has a waiting list where slots and programs are made available when openings occur.

The lack of space for all of the students combined with lack of program offerings has resulted in MSAD N°60 sending 16 students to Somersworth, New Hampshire at a cost of \$40,000,

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as well as Marshwood High School sending 12 students to Dover, New Hampshire at a cost of \$50,400. Additionally, Traip Academy has sent students to Portsmouth, New Hampshire for a vocational opportunity and Massabessic High School, on occasion, sent students to the Biddeford Regional Center of Technology. Students have attended vocational centers far from home, as well as "PATHS" in Portland (Wells High School) and Dover Vocational Center (Sanford High School).

Sanford High School also participates in the state-wide program "Early College for ME".

A UNIQUE GEOGRAPHICAL LOCATION

Sanford Regional Vocational Center is situated in the most populace part of Southern Maine in York County, which has continued to have steady population and employment growth. The population in York County has grown from 139,666 in 1980 to 164,587 in 1990 to a census of 186,742 in the Year 2000.

The labor force in York County in the Year 2002 was 102,080 people with the major industries in the County being advanced composites, aircraft manufacturing, shipbuilding, fabricated metal, electronics, food processing, tourism and leather products. The two largest employers in the County are the Portsmouth Naval Shipyard and Pratt & Whitney, employers with highly technical labor requirements.

The sending area for Sanford Regional High School comprises almost 1,200 square miles and contains approximately 6,000 area high school students in grades 9-12.

The most unique characteristic of Sanford Regional High School is that it is not only in a growing, vibrant section of the State of Maine but it is also directly adjacent to New Hampshire and its expanding business and industrial base. Southern New Hampshire has become an extension of metropolitan Boston's Interstate (I-495) business and industry loop, home of the nation's largest concentration of high-tech industry and business.

In addition to its close proximity to the growing Southern New Hampshire job market, Sanford Regional Vocational Center (SRVC) is situated in an area of many outstanding colleges and universities.

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SRVC presently has programs and working relationships with York County Community College in Wells; Southern Maine Community College in South Portland; and Central Maine Community College in Lewiston. SRVC also has existing programs and working relationships with the University of Southern Maine in Portland. More importantly, however, is that Sanford Regional Vocational Center (SRVC) is within easy commuting distance of the University of New England in Biddeford, and the University of New Hampshire in Durham, New Hampshire.

Sanford High School participates in the state wide program that makes the "Early College for ME".

In summary, Sanford Regional Vocational Center is situated in a geographical area which has experienced tremendous growth over the last twenty-five years. It is expected to continue to be part of a dramatic expansion as a result of the Boston technical job market opportunities moving further north and east. It is also situated to have increased partnerships with both institutions of higher learning and both business and industry.

AN EXCEPTIONAL LEARNING CAMPUS CONCEPT

The Great Works/Sanford High School "vision" is a campus similar to traditional college campuses where multiple identities and programs exist side by side and have complete and extensive sharing of resources and accessibility for all students. The Great Works campus will provide a full four year imbedded academic and integrated programs for CTE students and will share the campus with Sanford High School. It is envisioned that the campus will be one or more buildings organized thematically and fully integrated to allow students to participate in all of the various programs.

Great Works will be the primary center for applied technology courses; Sanford High School will offer integrated and advanced academic courses. There will be performance and arts components on the campus, an athletic/wellness and health component enhancing the campus, and a business and industry incubator component on the campus.

Students will be able to graduate with either a Great Works diploma or a Sanford High diploma. The campus will encourage

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students from other partner towns to come to the campus to graduate with a four year high school degree, not from Sanford High School, but from the Great Works program.

The vision for the Great Works campus grows out of a realization that there can be strong, local community and family resistance to students leaving their local town high schools and being transferred to losing their local identity and being absorbed by a large, urban high school such as Sanford High School.

The Great Works diploma is a response to the notion that students can still receive a fully integrated four-year CTE/ Academic education while not becoming permanent transfers to Sanford High School. The notion of Great Works having its own degree and its own strong branding and image grows out of the realization that more students will participate if they go to a unique campus with its' own identity. This concept is similar to most major universities which have colleges within the university system, such as a college of education, college of engineering, college of architecture, or college of medicine with the larger umbrella of the university structure. Sanford Regional Vocational Center (SRVC) is unique in that it serves many different students from many different partner towns and schools who don't want to lose their local hometown pride.

A FIRST STEP OF A LARGER CONSOLIDATION PLAN

The Great Works learning campus has been conceived as a bold first step at integration and consolidation but the intent of the vision is that this is only the first step of what is hoped to be a 50-year consolidation process. There are several major towns in York County that do not currently participate in the Sanford Regional Vocational Center program. These towns include: Kennebunk, Kennebunkport, Biddeford, Saco, Dayton, Buxton, Arundel, and Hollis. The opportunity for further consolidation and the integration of programs and students from these vibrant communities can only make Great Works more accessible and successful in the future.

Great Works also plans to establish partnerships with college and universities in Southern New Hampshire via a physical and virtual (distance learning) option, making strategic relationships with businesses and industry offering co-op programs, not just in Southern Maine but also in Southern New Hampshire. Great

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Works Career Technical Center, as SRVC will be titled, intends to offer expanded, innovative offerings to students in Kennebunk, Kennebunkport, Biddeford, Saco, Dayton, Buxton, Arundel, and Hollis. The Great Works campus is not intended to make other partner schools obsolete, but to offer students educational opportunities that partner schools could not reasonably provide or afford to extend to their students. Strong local partner high schools become the best partners for a strong Great Works campus.

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SUMMARY OF LONG RANGE FACILITY PLAN

Sanford Regional Vocational Center began evolving into a more ambitious and integrated program two years ago when the Regional Director of Sanford Regional Vocational Center (SRVC) and the SRVC Advisory Board sponsored a focus group to look at future growth plans.

The outcome of the initial planning group resulted in a plan pushing SRVC in the direction of a stand alone, academically integrated, four year Vocational CTE program. Presentations were made to partner schools and SRVC was renamed Great Works with a long-term goal of helping it to become a four year program.

PDT Architects was retained in the Summer of 2008 to design a planning process to more fully define the Great Works concept. PDT, working with the Sanford School Committee, designed a "visioning" process that involved a Futures Team representing Sanford partner schools, business and industry, as well as teachers, faculty and students that attend both Sanford High School, as well as the Sanford Regional Vocational Center (SRVC).

Over 160 individuals were identified and invited to participate in the Futures Team for four intensive workshop days. Ultimately, 126 individuals were able to commit to all or part of the four-day process which was conducted over two separate weekends in September and October.

PDT Architects worked with Frank M. Locker, PhD, Educational Planner with Locker-DeJong Associates to conduct the workshops and educate the Futures Team as to other educational models presently in operation throughout the country.

Some of the most exciting work that came out of the visioning process was done by students at Sanford High School and SRVC and contributions made by business and industry leaders who have a strong interest in a successful Great Works training program. A full copy of the Futures Team educational visioning work is included as part of this application (Appendix One).

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The Futures Team started its work by evaluating the current educational programs at Sanford High School, SRVC and Great Works, giving consideration to the relationships with the partner schools, and recognizing the challenges of long travel distances in York County. Included in this review were:

- Background Data: Sanford High School, Partner Schools and Great Works
- Day in the Life of a Great Works Student
- Trends in Education: 21st Century Schools
- Relevant Trends for Great Works and Sanford High School
- What Works? What Doesn't Work?
- Successful Students, Graduates, and Schools
- Teaching and Learning in 2030
- WHAT BUSINESS WANTS AND NEEDS

This analysis was followed by a review of educational practices:

- Effective Educational Delivery
- Places for Learning
- Role Model Schools

With this foundation, Futures Team members worked in Focus Groups to define school organizational possibilities and to develop planning options. They brainstormed, argued, reviewed, critiqued, and, ultimately, voted on options. They then ranked the options, and decided on the "Must Haves", those essential elements necessary for an innovative Sanford High School and Great Works School.

The educational vision for the Great Works learning campus is built on the existing two educational institutions Sanford High School and Sanford Regional Vocational School, both governed by the authority of the Sanford School Committee. The goals for the vision were outlined in a Sanford School Committee Workshop held in July 2008 and included a commitment to develop a plan to accomplish the following:

- built around what is best for students

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- which would serve all of the partner communities and partner schools
- which would serve businesses in the York County region
- which would be financially sound and sustainable
- that makes sense operationally in all respects
- implementable in a reasonable and judicious length of time
- likely to get funding and financial support from the State of Maine, as well as from business and industry, and potentially from other sources

The School Committee is especially concerned that a vision be developed that is not built on the past and is not limited by existing funding models and administrative structure models. The School Committee wants to construct an educational institution that reflects the needs of the students and community and may need new special legislation to help with funding and administrative structure issues.

The Sanford School Committee and the SRVC Advisory Board have, for several years, identified five major obstacles and restrictions which have prevented SRVC from fulfilling a more ambitious mission. They are:

- Severe space shortages and an old, outdated physical facility
- A limited part-time two year vocational program
- Lack of integrated and embedded academics in the vocational curriculum
- An inability to expand program offerings
- Excessive travel time required by students traveling back and forth between sending schools and

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Sanford/SRVC

The demand for student services has far outstripped what SRVC can itself provide in its existing facility, and has resulted in the need to establish satellite programs for students at Noble High School and Marshwood High School. It has also resulted in students being tuitioned to vocational centers in Southern New Hampshire. Input from business leaders, as part of the Futures Team visioning process, made clear that business and industry need and is demanding more skilled students with better critical thinking and updated and advanced technical training.

Both Sanford High School and SRVC are severely overcrowded. Sanford High School has a field of twenty four portable classroom buildings. SRVC continues to turn students away because of lack of space and programs. The existing shared facility has been cited as a problem in the recent NEASC reports of both schools. Despite sharing a site and a building, Great Works and Sanford High School essentially operate as two separate institutions. They do not have a common schedule and do not share teachers and resources.

The long-range plan includes the following key organizational concepts developed by the Futures Team:

1. Great Works should be a four year diploma granting school
2. The school curriculum should be organized around the national CTE model of career clusters. It should be aligned with embedded academics in the Great Works program
3. Great Works School will be a four year school with students starting in the 9th grade
4. Students from partner schools or sending schools would become full time Great Works students
5. Great Works would become a full time, full day learning experience for all students.
6. Personal learning plans would be developed for all

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students.

7. There would be fully integrated academic and CTE coursework.
8. There would be standards based curriculum and assessment for all course work.
9. There would be interdisciplinary learning on the entire Great Works campus, including the integrated Sanford High School.
10. Project based learning would occur at both the Great Works and Sanford High School programs.
11. All students in the Great Works campus would be required to have exit exhibitions for their work and their educational plan.
12. Internships and cooperative work programs would be formally established with businesses which would become essential components of the Great Works learning experience:
 - Students will have access to Dual Enrollment and College Articulation Agreements.
 - Students would have access to post secondary "virtual learning" opportunities in Maine and beyond its' borders. Sanford's proximity to post secondary schools in Boston and New Hampshire dramatically increases opportunities to supplement "virtual learning" with "real time" visits to the campus partner.

The Vision allows for students to have separate "identities" with either Sanford High School or the Great Works School, while allowing a seamless flow of students and teachers between the two, as well as an integration and coordination of teachers and instructional delivery. Great Works would become the school of "applied learning" built around career clusters with embedded academics. Sanford High School would be the school of "advanced placement" studies. There would

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continue to be articulation and dual enrollment agreements with the community colleges and universities. Both would have a strong commitment to students achieving college or post secondary training. Both would make college courses available to their students, as well as making programs available for adults and business throughout Southern York County that want to offer continuing education opportunities.

SECONDARY PARTNERS

SRVC has provided career and technical education for Sanford, Massabesic (SAD 57), Noble (SAD 60), Marshwood (SAD 35), York, Wells-Ogunquit, Traip (Kittery). Students from Kennebunk (SAD 71) are eligible to go to either Sanford or Biddeford; none have attended SRVC during the last four years. This agreement has been in place since 1975. Each school district has signed a cooperative agreement which has been reviewed annually.

The Superintendents' Advisory Board meets at least six times per year. The Advisory Board has been involved in all stages of the Great Works Project.

The Career and Technical Director and a consultant or the architect from PDT Architects have made presentations to each School Committee or Board during each of the last two years. The presentations have been very well received. Each district offered a letter of support at the beginning of the project and has endorsed this application.

SRVC has many types of agreements with the community college system. There are three specific types of agreements outlined in the Perkins Legislation. SRVC has articulation agreements with York County Community College, Southern Maine Community College and Central Maine Community College. Articulation agreements link courses at SRVC to courses at a specific community college. Articulation is a promise of credit. For instance, a student who meets the terms of the agreement usually completes all the course units and must maintain a B average to receive credit for the articulated courses when they enroll at that school.

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SANFORD REGIONAL VOCATIONAL CENTER AGREEMENTS

Course Name	Institution	Program	Date	Dual/Articulation
Intro. To Routing Technologies CPT 210	CMCC	Info. Tech.	11/8/2006	Articulation
Intro. To Routers CPT 211	CMCC	Info. Tech	11/8/2006	Articulation
Advanced Routing CPT 212	CMCC	Info. Tech	11/8/2006	Articulation
WAN Routing CPT 213	CMCC	Info. Tech	11/8/2006	Articulation
State Inspection AUT 200	CMCC	Auto. Tech	11/8/2006	Articulation
Engine Performance AUT 170	CMCC	Auto. Tech	11/8/2006	Articulation
Brakes AUT 110	CMCC	Auto. Tech	11/8/2006	Articulation
Intro. Auto Tech AUT 100	CMCC	Auto. Tech	11/8/2006	Articulation
Suspension & Alignment Aut 120	CMCC	Auto. Tech	11/8/2006	Articulation
Introduction to Printing GAT -100	CMCC	Graphic Arts	4/11/2008	Articulation
Introduction to Lathes MTT-III	CMCC	Machine Tool	4/11/2008	Articulation
Introduction to Milling MTT - II2	CMCC	Machine Tool	4/11/2008	Articulation
Siding BCT - 134	CMCC	Building Trades	4/11/2008	Articulation
Roofing BCT - 133	CMCC	Building Trades	4/11/2008	Articulation
Intro to Hand & Power Tool Safety	CMCC	Building Trades	4/11/2008	Articulation
Nutrition and Food Quality CUA -171	CMCC	Culinary Arts	4/23/2008	Articulation
Food Preparation Sanitation	CMCC	Culinary Arts	4/23/2008	Articulation
WAN Routing CPT 214	CMCC	Info. Tech	4/30/2008	Articulation
Cisco Academy CCNA I	CMCC	Info. Tech		Dual
Grinding I & Drilling MTT - II3	CMCC	Machine Tool		Articulation
Sanitation I	McIntosh	Culinary Arts	5/24/2007	Articulation
Intro to Computer Graphics	McIntosh	Graphic Arts	5/24/2007	Articulation
Desktop Publishing IMT II5	SMCC	Graphic Arts	1/31/2007	Articulation
Technical Graphic Standards I05	SMCC	Drafting	9/20/2007	Dual
Auto CAD 2D I10	SMCC	Drafting	9/20/2007	Dual
Basic Machine Practices MTTI40	SMCC	Machine Tool		Dual
Basic Machine Practices Lab MTTI4I	SMCC	Machine Tool		Dual
College Algebra MAT I08	SMCC			

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PART II: CONSOLIDATION

Consolidation in the Great Works project results from integrating all programs and resources related to Sanford Regional Vocational Center and Sanford High School and satellite programs presently at outlying partner schools, as well as programs shared and taught by the community college system and program needs of business and industry onto one campus.

Consolidation occurs at another, more elevated level because of the strengthening of Great Works by allowing all Acton high school students to participate in Great Works and Sanford High School.

Consolidation also results from the several hundred students who wish to be part of a career technology education which presently drive great distances to participate in half day only programs.

Consolidation of all of the programs and all of the faculty and educational resources on a single campus reduces travel times and the expense of having both faculty and students commute between various programs at the three existing high schools.

Transportation distance and time to travel to SRVC has long been a challenge for both students and for faculty. Sanford's central location for a campus serving most of York County is ideal.

PDT Architects collected data from all of the sending partner towns and school districts presently participating in the Sanford Regional Vocational Center. This data was gathered from the State of Maine public data base and included in the most recent information on town population, high school enrollments, labor force data for all sending districts, and job statistics for each of the York County towns.

A computer model was developed which determined the study area centroids for five different areas of interest as follows:

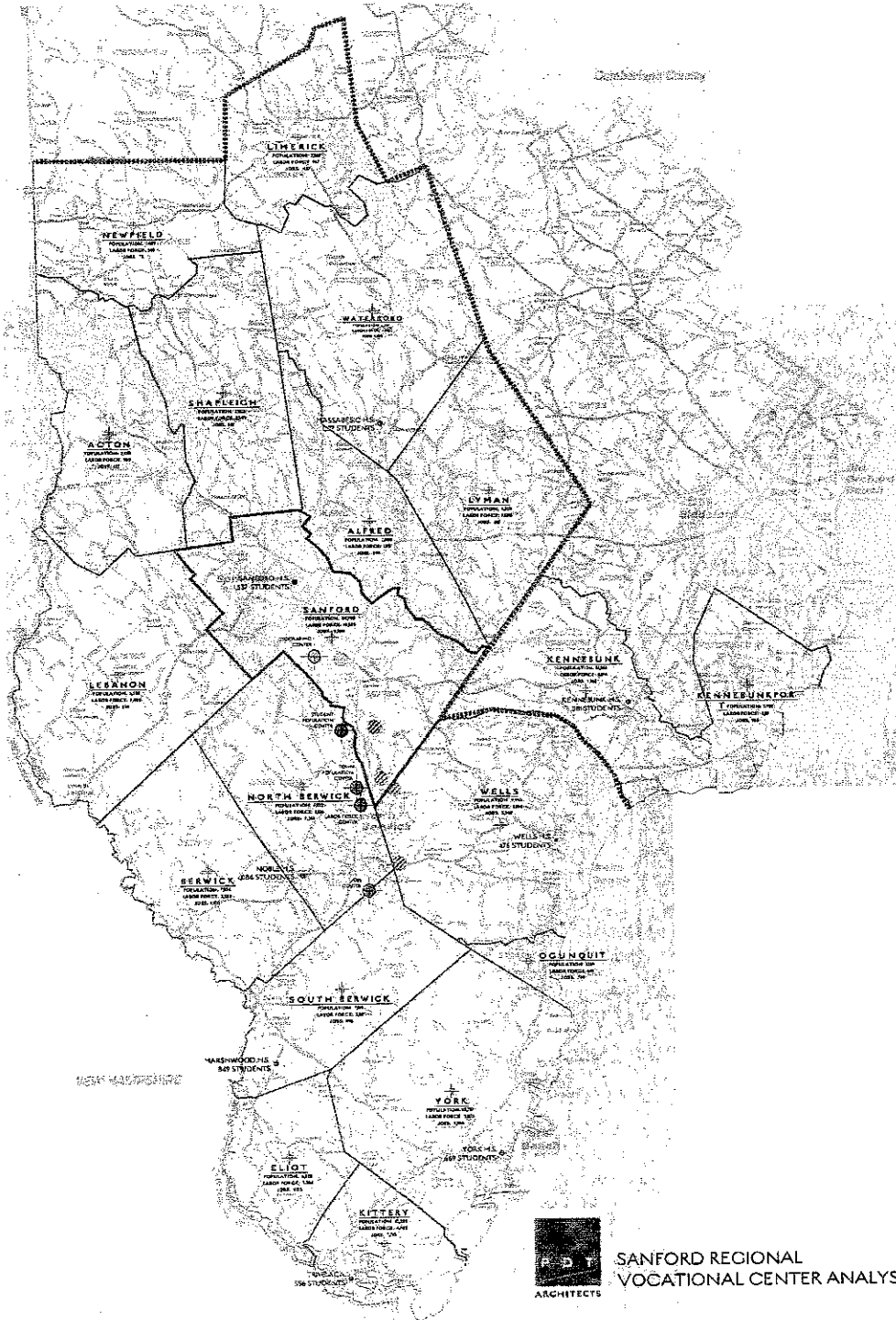
- Geographical center of all participating partner towns/sending schools in the Great Works area of influence.

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- Population center for all 6,000 students enrolled in the sending partner towns.
- Population center for all age group residents in all of the participating partner towns.
- The labor force center for all adult workers living within partner towns.
- The geographical center for all local jobs located within the York Country partner towns.

All of the centroids were located to the south of the existing Sanford High School and were predominately along the border of Sanford and North Berwick. Alternate centroids were plotted to include the towns of Kennebunk and Kennebunkport which are not presently sending towns to Great Works, but are allowed to send students to SRVC by charter agreement.

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COMMITMENT WITH SECONDARY & POST- SECONDARY PARTNERS

The consolidation of all resources on a single campus will correct the disadvantage of the existing program which are:

- Long bus rides for students to and from partner schools during school hours
- Academic instruction at the partner schools is presently disconnected from career technical instruction
- Lack of interest and exposure to CTE programs discourages students from exploring career and technical learning

Locating all facilities on one campus and providing students with a full day four-year program mitigates these disadvantages.

Secondary Partners:

SRVC has provided career and technical education for Sanford, Massabesic (SAD 57), Noble (SAD 60), Marshwood (SAD 35), York, Wells-Ogunquit, Traip (Kittery). Students from Kennebunk (SAD 71) are eligible to go to either Sanford or Biddeford; but none have attended SRVC during the last four years. This agreement has been in place since 1975. Each school district signed a cooperative agreement which is reviewed annually.

Members from each partner school make up a Superintendents' Advisory Board. The Superintendents' Advisory Board meets at least six times per year. The Advisory Board has been involved in all stages of the Great Works Project.

The Career and Technical Director and a consultant or the architect from PDT Architects have made Great Works project presentations to each School Committee or Board over the last two years. Letters in support of Great Works are contained in this application.

Further development of this project may require amendments to the cooperative agreement and possible legislation.

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Post Secondary Partners:

SRVC currently has several types of agreements with the community college system. There are three specific types of agreements outlined in the Perkins Legislation:

- articulation
- dual enrollment
- enhanced articulation

SRVC has articulation agreements with York County Community College, Southern Maine Community College and Central Maine Community College. Articulation agreements link courses at SRVC to courses at a specific community college.

Articulation is a promise of credit. A student who meets the terms of the agreement usually completes all the course units and maintains a B average to receive credit for the articulated courses when they enroll at that school.

SRVC has three courses under dual enrollment agreements with SMCC: AED I05 Technical Graphic Standards, AED I10 AutoCAD 2D, and MAT I08 Introduction to College Algebra. As the name implies, students are enrolled at SRVC and the community college at the same time. At the end of the course, the student gets a transcript from the community college with his/her grade. Credits attained through dual enrollment are transferable. Thirteen students are currently enrolled.

The MAT I08 course open to students this semester is a first in the State. Seniors who have met the cut score for college ready on the *Accuplacer* are eligible to take MAT I08 at SRVC two mornings per week. SMCC is providing the professor and SRVC is providing text books. Twenty students are enrolled in this three credit course.

All of the Career and Technical Education centers in the State and all of the Community Colleges who offer Culinary Arts have entered into a cooperative agreement in sanitation. This means that any CTE student who passes that component of the course will receive credit for it at any community college in Maine.

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For the last six years, SRVC and SMCC have worked together to provide every student at the Sanford site with the opportunity to take the *Accuplacer* test in the Fall and Spring of each year. This practice has been well received by students and faculty.

These activities have only begun to scratch the surface of ways that Great Works and the community college system can work together.

The University of Maine System, acting through the University of Maine at Augusta and the Sanford School Department have an on going relationship, partnering in the delivery of Distance Learning through Sanford's provision of ITV University Courses, including video conferencing/compressed video. This endeavor has been amazingly successful with over 130 community and high school students participating in college credit courses from seven of the University of Maine sites. This relationship also includes the ability of staff from Sanford High School, Great Works CTE, Sanford Adult and Community Education to participate in a highly cost effective system of staff development, saving the cost of transportation and numerous ancillary expenses.

PART II: INTEGRATED EDUCATIONAL PROGRAM

The Great Works Learning Campus educational model has four main components, as follows:

- Traditional pathway for academic studies
- Technical career education
- Business and industry programs and partnerships
- College and university courses and partnerships

The comprehensive integrated learning campus providing education for grades 9-16 is embodied in the following school organizational issues:

1. Improved coordination between business and school
2. Businesses are willing to come to the campus to teach and sponsor courses and programs for high school students and continuing education for their adult employees.

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3. The business and industry community have been clear that they want more involvement with the students and faculty. They want more input into the kind of workers and business leaders they hope to see graduate from the Great Works campus.
4. Business wants more integrated paths in education that offer students greater flexibility and greater opportunity for developing higher skills before graduation. Providing embedded academics with CTE will be one way of strengthening student's skill sets.
5. Businesses want greater opportunity for on going training and a commitment to life long learning.
6. Businesses have asked for a program to be run by Great Works to serve business training, as follows:
 - 80 hour training programs
 - Programs for retraining the unemployed and under employed
 - Business training funding that will be available through the Maine Quality Centers
 - To ensure a level of "return on investment" for the business community as a result of continuing education
7. Business would like to see apprenticeship programs started where students can spend part of the school day at local businesses learning skills that cannot be taught in the classroom. Example:
 - PSNY: heating, air conditioning and welding
8. Great Works campus goal is to cultivate learning that results in:
 - Industry endorsed curriculums

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- Students who graduate with demonstrated and measurable skills
 - Students who graduate with strong work ethic and a willingness to work
 - Students who are forward looking and committed to making improvements in their employer's business, as well as in their own lives
 - Courses of study with opportunities to develop strong, competencies in specific areas
9. Businesses want not only advisory committee contact but also more contact directly with the students.

INTEGRATED LEARNING RESULTS

The goal of the Great Work Center is to prepare students for college, career, and citizenship. Graduation will be based on attainment of the *Maine Learning Results* and licensure or certification appropriate to their chosen career. Most students will attend GW for four years and graduate with a GW's diploma.

GW will be organized according to career clusters including: Health Science, Manufacturing, Architecture and Construction, and Information Technology among others. During the first year of enrollment, in addition to general academic courses, students will explore several career clusters and then select one cluster to explore in depth. For the next two years the students will participate in both career education and academics in their chosen cluster. At the end of the third year students will select a major. For example a student in the Architecture and Construction Cluster might choose to specialize in Building Trades or Residential Wiring. During the fourth year, the student will complete the requirements of licensure or certification, and have Cooperative Education and dual enrollment opportunities.

During the first year of enrollment, student, parents and faculty will develop a Personalized Learning Plan (PLP). The PLP Team will assess areas of interest, progress toward meeting the *Maine Learning Results*, aptitude in the career cluster, special needs. The PLP will outline a career pathway for the student to follow

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INTEGRATED LEARNING EXPERIENCES

in order to meet graduation requirements and career goals

The faculty of Great Works will be organized in teams. Each career cluster team will include the career and technical education teachers, English Language Arts, Mathematics, Science, and Social Studies teachers, and a Guidance Counselor. The team will work with the students in the cluster. They will be empowered to develop the sequence of courses, location and responsibility for facilitating each learning result and career task. As an example the Manufacturing Team may determine that Physics should be taught early in the program because it will support the instruction in the shop. That team could also decide to teach a mathematics concept in the shop.

Students wanting to participate in a course not offered at Great Works will have the option of going to Sanford High School.

The development of leadership and team participating skills is important to preparing students for citizenship.

Otherwise, students will spend their entire day at GW integrating all of their Career and Technical Education programs and academic courses.

SHS ACADEMIC COMPONENTS

The High School would include current exemplary programs and expansion of best practices based on Maine's Promising Futures and The Department of Education's "Breaking Ranks" and "Smaller Learning Community" concepts. The current Freshman Academy would be expanded to grade 10. The data reviewed with regard to the 9th grade teaming efforts show declines in failure and discipline rates. Teachers meet frequently to discuss common student issues, student achievement, assessment and curriculum modifications and development and data. More recently, grading procedures moving towards a more standards based format have been part of the conversation within and across teams. Integration of curriculum has been encouraged and found to be at the developing stage. The freshman schedule currently has evolved from a true Copernican / Semester Block Model to a more grade 9 appropriate modified block schedule. This schedule includes semester, alternating day-year long, and everyday-year-long instructional formats. We have found that student learning styles and teacher research supports this form

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of learning environment.

Through partnering in staff development, students entering grade 9 at Sanford High School can have the option for a smaller learning community that would include career technical exploratory programming. Academic placement would be governed by a review of NWEA growth goals and result in the development of a Personalized Learning Plan. Success in meeting the goals of the P.L.P. would be based upon meeting the standards in embedded academics and NWEA growth goals.

SMALL LEARNING COMMUNITIES

Students could access embedded academics in the career community, be out of the community for AP/honors programs or participate in intensive RTI based programming utilizing a variety of scientifically based interventions, including progress monitoring. All students in the career exploratory community would rotate through each of three career clusters, one each semester, and chose a major during the fourth quarter of the year.

The grade 10 learning program could also include the "Bridges" type of learning experience (popular in Seattle, WA.) as an introduction to the CTE career clusters. An initial PLP, Personal Learning Plan is initiated. This PLP would be in place for four years and modified/updated from year to year.

The grade 10 learning program could also include the "Bridges" type of learning experience as a student may choose to enter a career cluster at the 10th grade level or beyond. A Personalized Learning Plan would be developed and, similar to the description of students choosing exploratory in grade 9, have access to academic programming as described above. Currently, teams of two teachers ELA/Social Studies enjoy the opportunity to access the same group of students during a given semester. Common academic skills and expectations can be shared between teams of two teachers. A common project that has been planned and integrated between English and Social Studies teachers is the mini "Public Policy Paper". This paper had been a major component of the third year student social studies curriculum. Currently, second year faculty have changed research paper practices and a smaller draft version of the third year course requirement is in place to assist in the development of the final, more formal paper. This gives the

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sophomore (second year) students a sampling of the resources to write a mini research paper which will have additional expectations included in the third year (junior) of high school.

Through professional development of teacher learning communities, standards based grading, enhanced relevancy/rigor, further integration of content material would foster and take hold. Students will choose from a myriad of Academic Pathways of interest. These pathways are both intellectually thought provoking and flexible. Students will have the opportunity to remain with their pathway or choose other options throughout their learning experience. These eight learning pathways will provide students with a focus and exude relevancy for the work that they are involved with. A sampling of the future pathways could include Democracy and World Cultures (virtual foreign language instruction in Chinese, etc.) in addition to participation in Career Tech clusters.

Upon successful completion of the entry years of high school, students will be asked to continue to challenge themselves with applied academics embedded into a rigorous learning environment. Access to an enriched curriculum during the third and fourth years of high school will prepare all students for the world of work and college access. "Advanced Placement for ALL," Virtual Learning, Early College within the ASPIRE Program including articulations with UMA, UMF, SMCC, YCCC, USM and University of Maine's Academe program will enable students to be prepared for the challenging years that lie ahead. The traditional pathway of instruction will be infused with parallel authentic and applied learning strategies and experiences. Virtual Learning, offering literally hundreds of additional course offerings will motivate students with a 21st Century Program of studies, including courses not currently offered such as AP Computer Science and AP Spanish, to the highly stimulating DNA Technology and Around the World in 80 days. These courses are NCAA accredited and are crafted to inspire young minds with at times high interest topics with rigor.

POST SECONDARY OFFERINGS

Both the third and fourth years of high school will allow for individual risk taking and further inquiry into practical learning laboratories, to include internships with local business partners, independent studies, job shadows, AP, IB and mentoring. Area

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business partners will set up apprenticeship programs on campus for training purposes. GW/SHS will continue to send high numbers of students on to post secondary schools. Those that choose to go straight to the work force will be easy pickings for any employer needing highly trained workers. The skills branded in years one and two will be put to the test as students receive a bird's eye view of life after high school and into the challenging world of college academia and work. A college campus feel will take hold as students are given the keys to drive their personal goals and build their own curriculum. Courses will be fully integrated with content teachers teamed in pairs when appropriate to enhance the level of knowledge and experience. Third and fourth year courses will require students to think critically, compare and contrast, compute and defend within a challenging environment.

STANDARDS BASED REPORTING

During the senior year, each student will select and develop a project of choice. This Capstone experience will include skills learned throughout the individual students four year program and will be presented to a group made up of students, employers, educators and parents - a 'hands on' exit exam of sorts. Community service will continue to play an important role and will be expanded. Mastery of skills in the core content areas will lead to a new standards based reporting format. At times, mastering will equate to a certificate competency at graduation time, to include Microsoft Office certification (MOUS) and others.

The third and fourth years at GW/SHS will offer CTE programs for those that are heading to college, yet see a value in applied learning. The flexibility of the schedule enhances opportunities for all students to enjoy both SMART Hands and SMART Minds philosophies.

Those students who still continue to need alternative programming will find the GW/SHS Alternative School within the main building sporting a new entrance and wing. The students will also enjoy the expanded offerings and embedded applications approach to learning. PLATO Learning Resources, Co-op, G.E.D. study and continued academic coordination of our most needy students will remain a focus of great interest. When ready, students at the Alternative program will enjoy equal early college opportunities.

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CO-CURRICULAR PROGRAMS

A variety of co-curricular programs will offer extended school experiences aligned to a core content area, thus enriching the synapses between the classroom and after school activities. The following is a preview, not a complete listing:

Academic Decathlon	All Core areas
Odyssey of the Mind	" " "
Mock Trial	ELA, Social
Studies	
Art Club, Band, Chorus	Visual and
Performing Arts, Fine Arts	
French and Spanish Clubs	World languages
Robotics	Math and Science
Pre-Engineering	Math, Science
Voice of Democracy	Social Studies,
English	
Young Republican Club	Social Studies,
English	
ASMA	Math
Environmental Science	Science.
technology	
Red and White Magazine and Newsletter	English

BUSINESS PARTNERSHIPS & NEEDS

Businesses that were consulted as part of developing the Great Works campus concept not only expressed an interest in having a much greater participation in career technical education, but also have much more ambitious goals for the students that would graduate from the Great Works campus. Specifically, they are looking for students and graduates that are:

- Strong, dependable employees
- Flexible and light on their feet; able to take on multiple positions and challenges
- Are current with the latest technology
- Have an ability to work alone and work in groups and teams
- Students ready to go into the workforce with strong

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basic skills, communication skills, problem solving skills, team building skills. They are looking for employees that have an ability to learn and become life long learners.

Businesses are also interested in workers with a strong work ethic and an understanding of what it means to be a contributing employee who is on time, accepts responsibility, is drug free in the workplace, and exudes confidence. They are looking for skilled trades people including masons, electricians, carpenters, sheetrockers, and plumbers. They are also looking for student that can graduate with certification or whose education has made them ready to be tested for workplace certifications.

PART II: INNOVATION AND PEDAGOGICAL APPROACHES

The Great Works campus offers the unique opportunity of a seamlessly integrated facility which also allows for separate identity and gives students two different pathways for graduation.

Students can graduate either with a Sanford High School diploma or with a Great Works high school diploma.

This model proposes a seamless flow of students, as well as integrated coordination of teachers and instructional delivery.

In the development of the definition of the Great Works diploma, Great Works curriculum will move to career clusters with embedded academics for all students. Great Works would become the school of applied learning. Sanford High School would be the school of advanced placement studies. Both schools would have a strong commitment to students achieving college or post secondary training.

The essential characteristic of the pedagogical model are as follows:

- Great Works becomes a diploma granting school similar to Sanford High School.
- There would be embedded academics in Great Works, as well as the opportunity for advanced placement and honors courses offered to all Sanford High School

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students.

- All students on the campus would be part of a four year program with options for continuing education and for dual enrollment and articulation agreement for years 13-16.
- Advanced placement is available to all students on the campus 100% of the time.
- Great Works would offer expanded educational opportunities which would be organized along the lines of the traditional national model of sixteen career clusters.
- Sanford residents would have an opportunity to be Great Works students or Sanford High School students.
- Partner school or sending school students would become Great Works students.
- Local business, industry and communities would become major stakeholders of campus design.
- The Great Works campus would have incubator space for start up businesses willing to work with students and faculty.
- All programs and all students would be on a single common campus site.
- The campus would work with the Southern Maine business community to develop internships and cooperative education programs to address businesses needs and to allow students to learn off campus in real business environments.
- The campus would offer post secondary opportunities to all high school students physically and distance learning.

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- All curriculum and course design would offer Rigor, Relevance and Relationships.
- Administrative structure would begin with the Sanford School Committee.
- Course design would try to maximize project based learning.
- All students would be encouraged to work with faculty to develop personal learning plans based on students strengths and interests.
- The Great Works campus would have athletic playfields for all students on campus. There would be an opportunity for Great Works students to play sports back at their home school or with Sanford High School.
- The curriculum would encourage interdisciplinary teaching and learning for all courses for students in both Great Works CTE and Sanford High School.
- The campus would offer evening, as well as day classes.
- Co-curricular opportunities would be made available and shared between Great Works and Sanford High School students.
- Students enrolled in both programs would have opportunities for co-op programs, as well as internship opportunities.
- College and university participation would be expanded to include an increased number of articulation agreements in dual enrollment programs beyond those presently offered with SMMC and YCCC.

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STUDENTS PROGRAM AND THE INTEGRATED MODEL

Students from Sanford High School and the Sanford Regional Vocational Center participated on the Futures Team Visioning Workshops. Students back at their respective schools also had an opportunity to define their ideal school and provide the Futures Team with an expanded input from their point of view.

After four days of intensive dialogue, Future Team members brainstormed a pedagogical must-have list of essential components. Must-have ideas included the following:

- The new campus should be an energy efficient green campus with green technologies throughout that can be used as a living laboratory.
- All students should be part of a four year program.
- There should be performance and athletic space at the campus available for all students.
- There should be strong business relationships between the campus and York County businesses.
- There should be healthcare, wellness and incubator spaces on the campus.
- The school should accommodate multiple learning styles and provide students with 21st Century survival skills.
- A program should be developed to ensure maximum opportunity for partnership with industry and business.
- Student choice should be maximized for all Great Works and Sanford High School students.
- The building should be easily adaptable for future technologies and building configuration and expansion.

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LEARNING RESULTS AND THE INTEGRATED MODEL

Career and Technical Education (Great Works)

Model

The goal of the Great Work Center is to prepare students for college, career, and citizenship. Graduation will be based on attainment of the *Maine Learning Results* and have licensure or certification appropriate to their chosen career. Most students will attend Great Works for four years and graduate with a Great Works diploma.

The campus concept would also eliminate the need for partner schools to send vocational students to New Hampshire programs.

Consolidation would also occur as a result of bringing more students from partner schools to the all day, four day program at the Great Works campus. Consolidation would continue with all Acton students participating in the Great Works campus and with the 300+ students that presently commute every day for half day program to be consolidated onto a single campus for a full day, four year education.

Participating college and universities will be given opportunities to teach courses using Great Works facilities, faculty members and lab technologies. Great Works students will also be given the opportunity for dual enrollment and articulation agreements with partner colleges and universities and will be encouraged to take advantage of expanded academic opportunities at those partner institutions of higher learning.

The consolidation of students from various programs and adjacent partner schools will allow the partner schools to run more efficiently by eliminating the need to accommodate half day student schedules.

The Sanford Regional Vocational Center has always had educators superintendent's advisory board composed of a superintendent and one other representative from each partner town or partner school district that participates in the Sanford Regional Vocational Center. This Advisory Board meets monthly with the Director of SRVC and provides input into new programs, needed equipment and faculty and

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ADMINISTRATIVE STRUCTURE OF 9-16 FACILITY

guidance related to relationships between the partner schools and the Vocational Center.

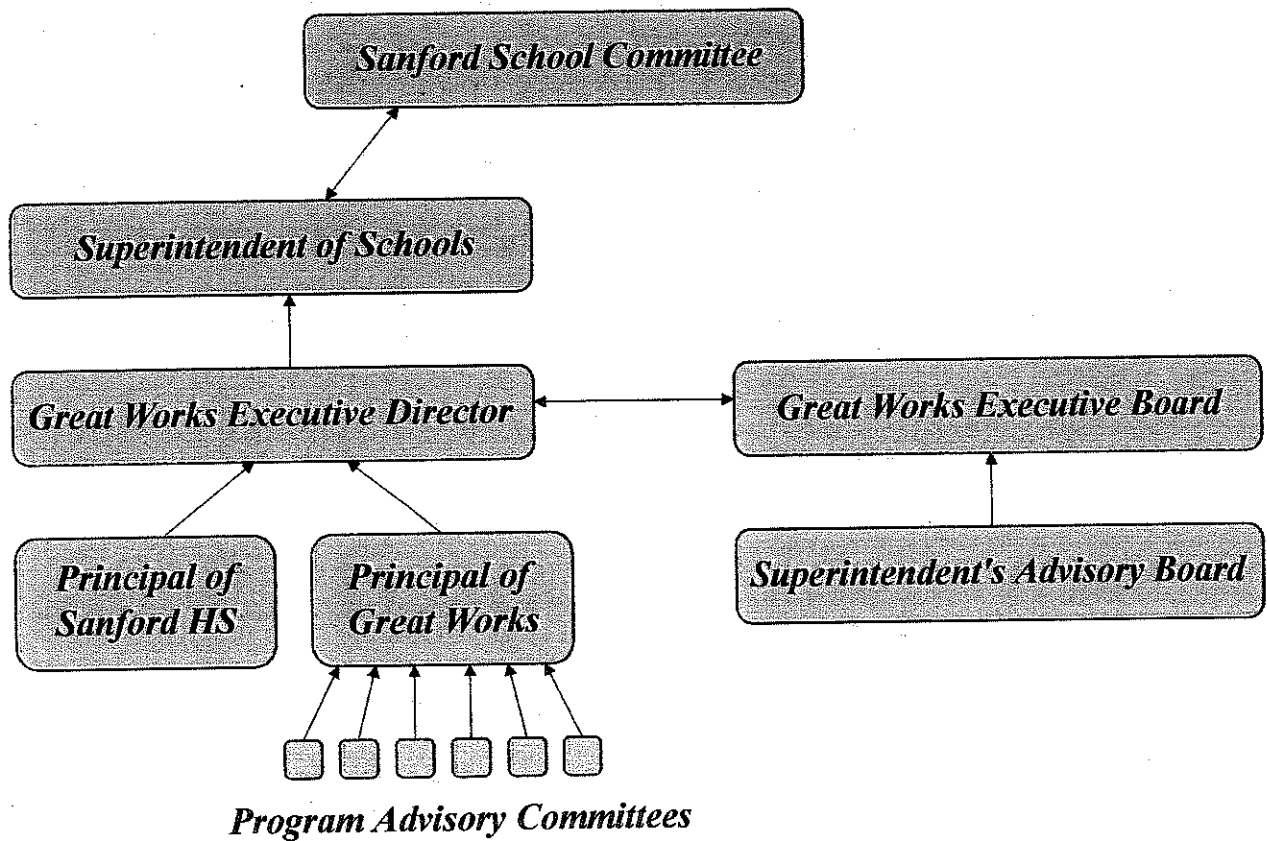
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Administrative Structure



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ADMINISTRATIVE STRUCTURE OF 9-16 FACILITY

A new administrative structure plan is being submitted for the Great Works Learning Campus which consolidates administrative oversight for both the Great Works CTE Program and the Sanford High School under a new position titled Great and integrated Grade 9 – 16 comprehensive high school, career technical four year school and post secondary program under the administrative structure of the Sanford School Committee.

The Executive Director is responsible for the following:

Establish collaborative working relationships with business partners that will be evidenced by: continued support and expansion of a four year CTE program, establish incubator programs, establish apprenticeship programs, work in collaboration with the CTE Director to increase community representation on the CTE Advisory Board.

The Great Works campus concept proposes to build a centrally located one-stop shopping campus close to the center of York County. It proposes consolidation of programs which are presently distributed between Marshwood High School, Noble High School and Sanford Regional Vocational Center into a single location.

The campus concept would also eliminate the need for partner schools to send vocational students to New Hampshire programs.

Consolidation would also occur as a result of bringing more students from partner schools to the all day, four day program at the Great Works campus. Consolidation would continue with all Acton students participating in the Great Works campus and with the 300+ students that presently commute every day for half day program to be consolidated onto a single campus for a To establish collaborative working relationships with post secondary educational partners that will be evidenced by: continued contracts and working agreements supporting Dual College/CTE enrollments; articulation agreements with the community colleges, contracts and letters of agreement to provide college courses by physical presence on the learning campus or through virtual learning (distance learning) opportunities.

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Collaboration with the CTE Director, and partner schools to insure: seamless student recruitment; student retention in CTE programs, provision of a vehicle for the voice of partner schools.

Collaboration with the SHS principal, CTE Director and Curriculum Director to insure the establishment of standards based achievement, in multiple path ways including applied learning for all students on the learning campus. In addition to a consolidated position of Executive Director, there would be a new Great Works Executive Board that would have representatives from all of the major stakeholders participating in and running programs at the Great Works Campus. Members of the Executive Board would be elected to serve three year terms with one-third of membership coming up for appointment every year. The outline for the Executive Board is as follows:

- One Superintendent of Schools from the partner schools appointed by the Superintendent's of all partner schools.
- One curriculum coordinator from the partner schools appointed by the collective curriculum coordinator group.
- One principal from all of the partner schools appointed by the collective principal group.
- One legislator from York County appointed by the York County Legislative Delegation.
- One member from the Department of Labor Career Center appointed by the Regional Director of the Department of Labor.
- One industry training center member appointed by the industry training center organization.
- Two small business representatives appointed by a Superintendent's Advisory Board.
- Two large business representatives appointed by the Superintendent Advisory Board.

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Great Works Executive Board would have responsibility for providing the Great Works Executive Director with suggestions for new programs, curriculums, faculty positions, and cluster organizations. The Executive Board would also make recommendations concerning annual budgets for each of the career cluster programs. Executive Board would also have responsibilities for providing the Executive Director with student and community feedback from the various partner towns that would touch on needs, successes, and weakness that the partner towns and students are experiencing at the campus. The Executive Board would report directly to the Great Works Executive Director.

There would be a principal for Sanford High School and a principal for the Great Works CTE School. Both principals would work under the direction of and report directly to the Great Works Executive Director. There would continue to be Program Advisory Committees for each of the program clusters that would be responsible for making detailed recommendation about program curriculum, equipment, and community outreach programs.

Consolidating Great Works CTE program into a campus structure shared with Sanford High School will allow for a consolidation of programs, faculty, and students and will result in cost savings for all of the participants.

Satellite programs, which presently exist at Marshwood and Noble High Schools, would be moved to the new campus and would reduce costs to M.S.A.D. No. 35 and M.S.A.D. No. 60. Several towns in York County presently send students to career tech. and vocational programs to Portsmouth, Sommersworth, and Dover, New Hampshire. Last year twenty-eight students alone being sent from Noble and Marshwood High Schools cost the local districts \$90,000.

Another major source of potential savings is that as students elect to go to the Great Works campus, the cost to provide core academic courses for those students is eliminated from the budgets of the partner towns.

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REDUCED COST TO PARTICIPATING PARTNER COMMUNITIES

The greatest source of savings for all of the towns, including Acton and Sanford, will be the opportunities afforded to all of the students that allow them to take advance placement, honors, and traditional academic electives at both Great Works and the Sanford High School campus. Having 1,600 or more students on a single campus will allow for rich program offering with streamlined savings resulting from the sharing of courses, faculty, and expensive equipment resources.

Many opportunities for savings will result from sharing physical education facilities, kitchens and cafeterias, libraries, t.v. and radio studios, administrative support, and student services.

New programs have been envisioned for SRVC for years but have not been practical to implement because of the severe overcrowding, lack of space and resources. Some of the programs that have consistently been requested and have actually been implemented in the past on a limited basis have been hospital services in the Health Science cluster, as well as expanded hospitality and tourism programs encompassing management, marketing, operations, lodging, attractions, recreation events and travel related services.

In the past, several of the partner schools, including M.S.A.D. No. 60, M.S.A.D. No. 35, Wells, and Sanford have used programs at PATHS in Portland, as well as STEP Services and STEP Trades in the New Hampshire CTE programs. Both of these programs, if implemented, could offer training for students with disabilities, as well as regular population students. Avoiding out of state tuition payments to programs outside of York County would have substantial savings for all of the partner schools.

SRVC has a long history of working with industry in the area through the participation of industry in career development activities and the program advisory committees.

Annually, several companies come to SRVC to share information about their firms with the students. Cianbro, Pratt & Whitney and the Portsmouth Naval Shipyard are annual visitors. Company representatives present information about career openings, training programs and job requirements. On several occasions, SRVC has organized a career fair in conjunction with industry for all the students of Sanford High School and SRVC.

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INDUSTRY PARTNERSHIPS

Each SRVC program has an active program advisory committee. Each committee meets a minimum of twice yearly. A total of sixty-five people participate in the program advisory committees. The responsibilities of the advisory committees include:

- review of the program curriculum
- review of possible textbooks
- recommendation for new equipment

Advisory committee members also provide opportunities for job shadowing, co-op placements and scholarships.

Industry has been involved during every step of planning for the Great Works Project. Industry representatives were at the first retreat two years ago and a third of the participants at the focus group sessions were from business and industry.

A group of industry leaders has been meeting in York County for the past eighteen months. Industries represented include Pratt & Whitney, Saco Defense, Thermal Dynamics and Hussey Seating. York County Community College has also been included. The "Great Works" Project has joined this team.

The goal of the group is to provide job training not currently available in York County. At this time, York County Community College has few "vocational" courses. Some training is available to employees at work sites through YCCC but facilities are not available outside of worksites. This is a unique role for Great Works, where equipment and space are available after school hours and during vacations. Great Works is looking forward to working with the industry and training center to become a vital part of the economic development efforts in York County.

The professional development plan will have primary threads: implementation of the philosophy of the project; enhancing the knowledge in the teacher's content area; and, the Social Emotional Health project of the Sanford School District. The Great Works project has been studying the works of Willard Daggett and the International Center for Leadership in Education. Four of the faculty have attended at least one major conference sponsored by that group. The entire faculty attended a one day session with Dr. Daggett in August. Dr.

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PROFESSIONAL DEVELOPMENT PLAN

Daggett will be making two presentations in Sanford for the high school, career and technical center, adult education and junior high teachers in late May. A third presentation will be held in the evening for community members and the staff of the partner school districts. Both Sanford High School and the Great Works Center will be working with Dr. Daggett by joining the Successful Practices Network.

As a result of the Focus Groups that were held in September and October, a small group of teachers from Sanford High School and the Great Works Center have begun to meet to explore how there can be greater integration of academics and career and technical programs. One proposal for next year is to move an English teacher and two members of the math team into the vocational school. Another is to change the Electronics Program into a Pre-engineering Program. These proposals would create some natural linkages between the career and technical and academic teachers. This group will be expanded in the coming month and be asked to develop a timeline for implementation. The group will develop recommendations for further professional development.

Each teacher will need to remain current in his content area or trade. Teachers are encouraged to participate in courses and attend seminars. All teachers at Great Works attended the annual CTE conference in October and the *tech updates* where they attend session on best practices, current practices, work on state and national student certifications, and align the *Maine Learning Results* to the career and technical programs.

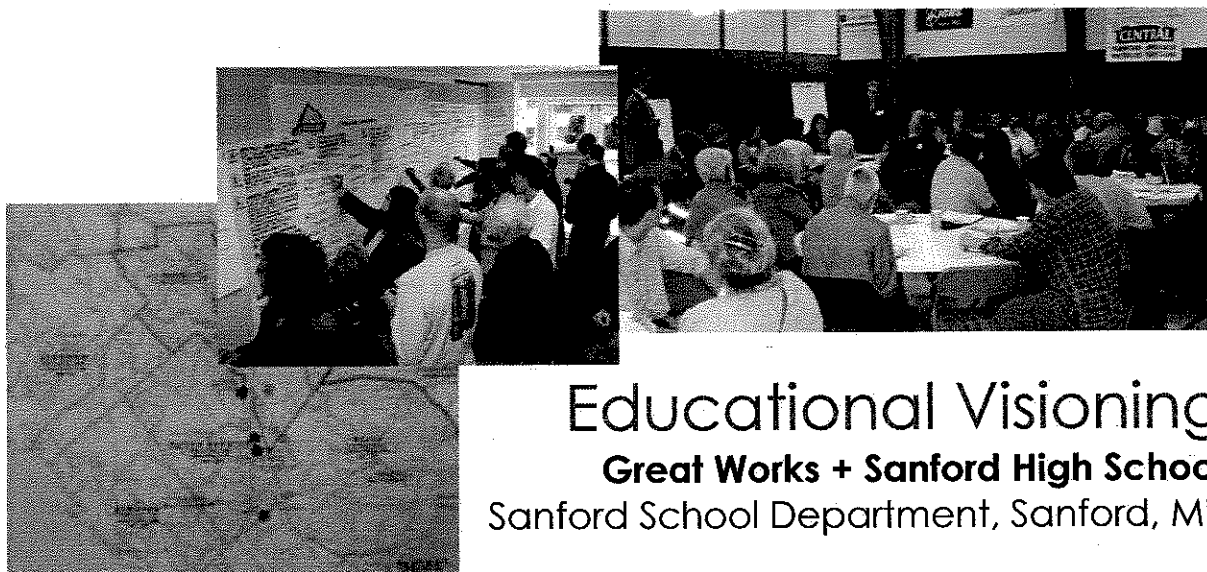
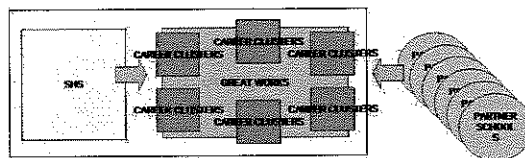
The Sanford School District has been awarded a *Safe Schools Healthy Schools* grant for five years. One effort of the grant is to improve the social-emotional learning activities for all students in the district. Teacher Workshop Days are used throughout the year to bring in national speakers and design new activities. The Sanford High School and Great Works faculties will continue to participate in these professional development activities.

Starting a four year program will require that the middle schools and the junior highs in the partner districts to better prepare students to be able to make a decision as to whether or not they want to attend Great Works. Working through SWYKKMM, the professional development group managed by

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the area curriculum coordinators, the Great Works Director will develop a career awareness curriculum that is in line with the *Maine Learning Results*. Area teachers will be involved in the development of the curriculum and receive training on the components.

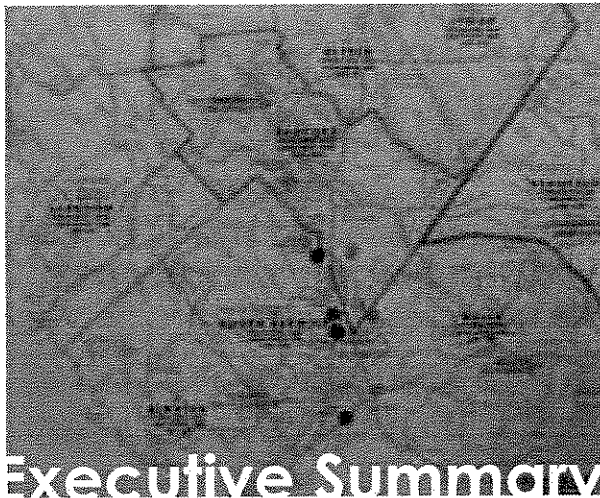
School/Organization Diagram
OPTION B/G



Educational Visioning

Great Works + Sanford High School
Sanford School Department, Sanford, ME

DRAFT
October 2008
FRANK LOCKER Educational Planners



INTRODUCTION

This Educational Vision for Great Works and Sanford High School is guided by a sense of purpose that extends well beyond the two secondary schools within the authority of the Sanford School Board. The goals for the Vision were outlined in a July 2008 workshop of the Board. They included a commitment to do what is:

- Good for students
- Financially sound
- Achievable in a reasonable amount of time
- Likely to get funded
- Good for businesses in the region
- Good for the communities served by Great Works

These multiple goals for multiple constituencies express one of the biggest challenges for the Visioning process.

A Futures Team was established to think collectively to create a Vision for SHS and GW with close attention to the partner schools and businesses in York County. The Team, consisting of students, parents, educators, and business leaders, met for four full-day facilitated workshops. This report is the result of their hard work.

SCHOOLS TODAY

Great Works

The Great Works Career Technical Center (GW, formerly called the Sanford Regional Vocational Center), operated by the Sanford School Department, serves approximately 510 students in grades 11 and 12 and 60 students in grade 10 “exploratories” enrolled in half-day programs, morning and afternoon. Thirteen program areas are offered on the Sanford campus, three at Noble High School in North Berwick, and two at Marshwood High School in Berwick. GW offers classroom instruction related to the curriculum in its technical labs, but academic instruction for students is generally unrelated, and is provided in the seven “home” schools of the GW students.

Sanford High School

Sanford High School (SHS) serves approximately 1300 grade 9 – 12 students, including those also enrolled in GW. The school is organized on a traditional departmental basis. It offers general education, honors, and advanced placement courses, as well as a full compliment of sports and activities

Great Works + Partner Schools

Students at GW receive academic instruction and pursue sports and activities at their “home” schools. These include SHS, which shares its site with GW, and six “partner” schools in other school districts in York County. These schools include Noble High School, Massabesic High School, Marshwood High School, Traip Academy, and high schools in the towns of Wells and York. The Sanford School Department receives payment for services to the partner school students on a per pupil basis from each of the partner schools.

Of its 512 current students, 204 are from SHS, and 298 are from the partner schools.

Great Works + Sanford High School

Student enrollments at SHS and GW exceed capacity: a field of 24 portable buildings has been installed for additional classroom space. Capacity at GW is additionally limited by technical lab space: in 2008, 650 students applied for enrollment in GW but 140 were turned down due to lack of space. The shared facility has been cited as a problem in the recent accrediting reports of both of the schools.

Despite sharing a site and a building, GW and SHS essentially operate as separate institutions sharing a facility. They do not have a common schedule. They do have a small number of courses with similar content taught by different teachers, but with little or no coordination or rationalization.

STUDENT VOICE

The participation of five SHS/GW students on the Futures Team brought inspiration and knowledge to the other members. Additionally more than 100 SHS and GW students, working in two separate groups, developed a Mission statement and ideas for a new school. They are outlined in full in the Appendix and the Attachments sections of this report.

The following Mission Statement, developed by one of the student groups, speaks for many of the student ideas:

OUR MISSION

To create a high school that is mixed with college opportunities and hands-on learning experiences, to make students more involved in the community, and to guide them in the right direction for a good job and a successful life.

Many of the student ideas have been captured in Futures Team discussions, and incorporated in the development of Options and “Must Haves”.

MUST HAVES

The Futures Team developed a list of “Must Haves”, essential components of high school education, regardless of how school might be organized in the various Options. Futures Team members then voted as individuals. The most highly valued concepts are outlined here. All “Must Haves” are included in the Educational Vision, Ch 2.

MUST HAVES	VOTE
• Green technologies	19
• 4 year program	18
• Performance and athletic spaces	16
• Strong business relationships	12
• Co-op and internship programs	11
• Healthcare/wellness incubator spaces	9

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Educational Visioning

- “Unstructured” life-long athletics/wellness/sports 9
- Multiple learning styles, “adult survival” 21st Century skills 8
- Ensure partnership with business 8

KEY ORGANIZATIONAL CONCEPTS

The Futures Team worked in seven different Focus Groups. Separately they conceived concepts of school, and developed specific proposals for organizing SHS and GW. Their work shared a high degree of commonality in key elements. Drawn from the three most favored Options, they are presented here as Key Organizational Concepts:

- GW becomes a diploma-granting school
- Career Clusters are the basis for organizing career and technical education (CTE) and aligning it with academics
- GW becomes, at a minimum, a four year school with students starting in the 9th Grade
- Students from partner schools become full time GW students
- GW would become a full-time learning experience, not ½ day
- Personal Learning Plans for all students
- Integrated academic and CTE learning
- Standards-based instruction for all course work
- Interdisciplinary learning at GW and at SHS (if a separate school)
- Project-based learning at GW and at SHS (if a separate school)
- Exit exhibitions for students and their work
- Internships/co-op programs with businesses would become essential components of the GW student learning experience

RECOMMENDATIONS

Options

The Futures Team developed nine different Options in great detail for reorganizing GW and SHS to better meet the needs of students and businesses in York County. They reviewed, correlated, and then ranked the Options. The three most favored options are presented here as recommendations to the Sanford School Board.

The Ranking was done by secret ballot of Futures Team members. Each member was allowed a first, second, and third choice. Results were:

1 st CHOICE		2 nd CHOICE		3 rd CHOICE	
OPTION	VOTES	OPTION	VOTES	OPTION	VOTES
A	0	A	0	A	2
R	1	R	10	R	9
B/G	21	B/G	14	B/G	6
C/D	8	C/D	8	C/D	12
E	11	E	9	E	5
				No 3 rd Choice	6
				C-D-B	1

When weighted with the convention of 1st = 3 points, 2nd = 2 points, and 3rd = 1 point, the ranking is as follows:

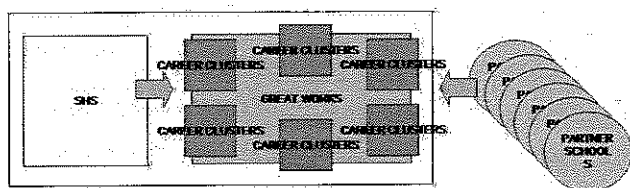
OPTION	VOTES	PLACE
B/G	97	1 st choice Canaby & Business Learning Campus
E	56	2 nd choice Blackstone
C/D	52	3 rd choice Oxford Hills & Wunsche
R	32	flexible school of choice
A	2	existing

Recommendations

Three options are recommended to the School Board. Two of the three recommendations are blended Options, created by the Futures Team when it was apparent that the Option Development of one Focus Group paralleled the development of another. These blended options, B/G and C/D, are presented here in alphabetical order with details amalgamated by the educational planner.

Option B/G: Separate Schools/Single Site/Diploma Granting GW

School Organization Diagram
OPTION B/G



B-1:

GREAT WORKS CAREER-TECH CENTER SHARES SAME SITE AS SANFORD HIGH SCHOOL W/ IMBEDDED ACADEMICS

B-2:

AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

G-1:

GREAT WORKS CAREER-TECH CENTER, SHS, AND PARTNER SCHOOL RELATIONSHIPS TO BE ESTABLISHED

B/G DEVELOPMENT BY FUTURES TEAM FOCUS GROUPS

In development this Option retained the separate identities of SHS and GW, but proposed a seamless flow of students between them, as well as a coordination of teachers and instructional delivery. In development the definition of GW moved to career clusters for both the C and the G Focus Groups. GW would be the school of applied learning. SHS would be the school of advanced placement studies. Both would have a strong commitment to students achieving college or post-secondary training.

B/G ESSENTIAL CHARACTERISTICS:

- GW becomes a diploma-granting school
- Imbedded academics and AP/Honors
- 4 year program with option for years 13-14
- Advanced Placement is accessible 100% of the time
- 16 career clusters in GW
- Partner schools: students would become GW students
- Businesses/communities become major stakeholders
- Incubator space as place for start-up businesses willing to work with students
- One site
- An integrated facility and learning environment-SHS-GW-College-Business
- York County internships and co-ops address business and students' needs
- Flexibility to help with internships, etc. and curriculum choices
- Flexibility in post secondary opportunities
- Rigor-Relevance-Relationships

UNRESOLVED:

- Remodel SHS and GW with new addition. Space is not a limitation as long as it is green.
- Build new school on different tract of land that can handle both GW and SHS
- Uncertainties:

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Educational Visioning

- Governance is unclear: is this 1 or 2 schools?
- Can partner school students take only one class?

B/G IMBEDDED ACADEMICS DEFINITION:

- Applied academic core are in GW
- 9-12 all students/all towns who desire
- Applied learning
- Honors, AP-flexibility to "slide" between schools
- Flexibility between SHS and GW— curriculum transfer
- Project based learning
- Full service – academics, CTE
- Playfields for SHS students. Partner students play sports at home school
- All programs at GW site
- Common café between SHS and GW
- Incubator space at GW

B/G PROS/CONS:

PROS:

- Students have access to all AP/honors/academic courses. Lots of opportunity to get into the full SHS curriculum
- Integrated includes businesses at school
- Rigor, relevance, relationships
- 21st Century programs
- Life experience
- A stepped up community facility
- Meeting standards
- Life experiences to prepare for the future

CONS:

- Lots of busing/transportation
- Cooperation of partner schools
- What is the name: Sanford High School (Great Works)?

B/G KEY WORDS:

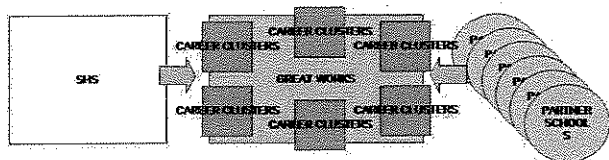
- Personal Learning Plans
- Relationships
- Integrated CTE
- Rigor/relevance
- Project Based Learning
- Interdisciplinary teaching/learning
- New classroom ideas/workspaces
- Team teaching
- Integrated technology
- Community

B/G DAY IN THE LIFE OF A STUDENT:

- Seamless transition between GW and SHS
- Day and evening classes
- Co-curriculars shared between schools
- Co-op/internship opportunities

Option E: Separate Schools/Separate Sites/Diploma Granting GW

School Organization Diagram
OPTION E



E-1:

GREAT WORKS CAREER-TECH CENTER STANDS ALONE: LIKE BLACKSTONE OR WORCESTER TECH

E-2:

AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

E DEVELOPMENT BY FUTURES TEAM FOCUS GROUP

Option E is a stand-alone autonomous CTE school, with full academic instruction and co-curricular activities. Due to expected student interest, the size of GW would double, to 1200 students. SHS would lose 100 students. Partner schools would lose students as well.

E ESSENTIAL CHARACTERISTICS:

- GW becomes a diploma-granting school
- Exploratory programs in Grade 9, and for middle school students in Grades 7 and 8
- Integrated academics with CTE
- Center York County location
- Flexibility for 11th and 12th grade students with shorter school week and apprenticeship programs
- If near the airport – add aeronautics
- Career cluster approach
- Sanford students at GW would be like students from any partner school, opting for a full-time CTE school
- GW students would participate in sports at schools in their home towns
- Personalized Learning Plans
- Focus on building relationships
- Project based learning
- Virtual learning fills in the gaps and can be an integral part of instruction
- On its own schedule
- Teachers would come to the students

E PROS/CONS:

PROS:

- 4 year program
- Positive image for CTE learning
- Integrated
- Students grouped with students of similar interests
- Saving of instruction time
- More night courses for adult education
- Create more jobs
- Not located/associated with “Sanford”
- More students, more competitive

CONS:

- Transportation
- Limited/no extra curricular programs

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Educational Visioning

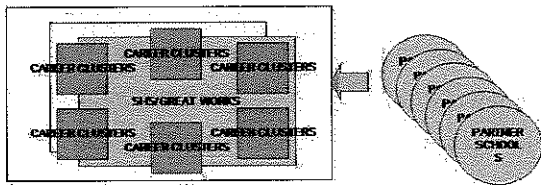
- Severed ties with home communities
- Money – funding? Will partner towns participate with money?

E CONCEPTS IDENTIFIED BUT NOT CONSIDERED:

- Industry representatives as co-teachers
- Instructors in workplace on alternate days; shadow apprenticeship programs
- Separate buildings, more like a college campus, with a connecting tunnel system
- Teacher on buses?

Option C/D: Seamless Schools/Single Site

School Organization Diagram
OPTION C/D



C-1:

GREAT WORKS CAREER-TECH CENTER IN SAME BUILDING AS SANFORD HIGH SCHOOL, WITH TEACHERS TEAMING IN FOURS: LIKE OXFORD HILLS

C-2:

AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

D-1:

GREAT WORKS CAREER-TECH CENTER OPERATES SEAMLESSLY WITH SANFORD HIGH SCHOOL IN CAREER CLUSTERS: LIKE CARL WUNSCH

D-2:

AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

C/D DEVELOPMENT BY FUTURES TEAM FOCUS GROUP

Option C called for the academic high school and the technical school to be seamlessly housed in a single building. As developed by the Focus Group, Option C gained definition through grade level and program expansion, a more rigorous curriculum, and, like Option D, as a single school organized around Career Clusters. Each student chooses the Cluster which most suits their interests as the primary learning setting for their high school career.

C/D ESSENTIAL CHARACTERISTICS:

- 9-14 and adult education job re-training
- SHS and GW = one program with many options
- 4 year program, 9-12, with options for years 13 and 14
- Students from partner schools are CTE students. (We envision this as being a model magnet school)
- Full time for all students
- 16 career clusters
- At least one cluster would be liberal arts college track
- Applied learning for Relevance and Rigor as outlined by the International Center for Leadership in Education
- Teacher teams with four teachers each
- Each student would have a Personal Learning Plan
- Student is responsible for PLP grades 9-14
- 2 schools, 1 campus
- Student led, with a high amount of student responsibility
- Expanded school hours
- Grades 9-14 options

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Educational Visioning

- 7 + 8 exploratory programs for students at all partner schools
- Integration – academic and vocational
- Applied integrated academics
- Multiple pathways
- Project-based learning
- Advisories
- Opportunity for CTE classes as needed/desired with an expanded day.
- College campus setting – geographically integrated
- Project Based – internships cluster dependent
- Businesses could be located in the school
- Community uses in the school
- Like Oxford Hills but with a greater number of options (career clusters)
- Vacant manufacturing buildings as possible locations

Results expected:

- Improved graduation rate in sending communities
- Larger, well trained workforce
- Less disruption of students' day - hours lost on the bus

Wider student choices would be a hallmark of the school:

- Academic and CTE classes
- Clubs-intramurals
- Extended school days - late afternoon/evening
- Mentor program
- Each student on a learning team and in a career cluster

C/D PROS/CONS:

PROS:

- No instructional time lost to travel; students would be full-time in building
- Students prepared for workforce due to career/technical preparation and training
- Deep intrinsic learning through applied learning
- 8th graders need time to explore/know what they want in education and life
- Need the same standards for all students
- Meets business, college needs
- Meets the needs of the students
- Better usage of educational time opportunities
- More students have opportunity to go to the school
- Promotes project based learning and integrated learning
- Applied learning for all

CONS:

- Lack of buy-in from partner schools
- How do we deal with current staffing issues given the unique teaching styles needed for the "new school"?
- All have to work together
- Existing sports conflicts
- Need teacher training
- Are businesses able to do enough internships?
- Concern for sending schools losing money and students
- Meeting all State standards
- Changes in the law
- Changes in teacher contracts
- Cost of running the school

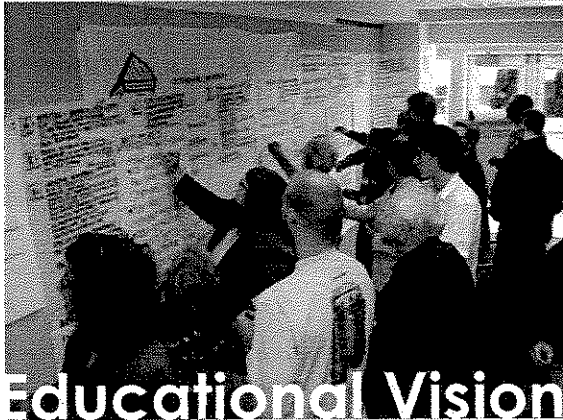
C /D CONCEPTS IDENTIFIED BUT NOT CONSIDERED:

- Redo factories or business that no longer function

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Educational Visioning

- 4 days school is longer day
- Students in school four days, day 5 is to retrain teachers. Will cost more for teachers
- Alternate housing to reduce travel time:
 - Dormitory for partner school students
 - Sponsor families



INTRODUCTION

This Educational Vision for Great Works and Sanford High School is guided by a sense of purpose that extends well beyond the two secondary schools within the authority of the Sanford School Board. The goals for the Vision were outlined in a July 2008 workshop of the Board. They included a commitment to do what is:

- Good for students
- Financially sound
- Achievable in a reasonable amount of time
- Likely to get funded
- Good for businesses in the region
- Good for the communities served by Great Works

These multiple goals for multiple constituencies express one of the biggest challenges for the Visioning process.

SCHOOLS TODAY

Great Works

The Great Works Career-Technical Center (formerly called the Sanford Regional Vocational Center), operated by the Sanford School Department, serves approximately 510 students in grades 11 and 12 enrolled in half-day programs, morning and afternoon. Programs are offered in Automotive Technology, Building Trades, Digital Design, Drafting/CAD, Electronics/Robotics, Electrical and Residential Wiring, Environmental Science, Graphic Arts, Health Occupations, Information Technology, Machine Trades, Media Communications, and Welding/Metal Fabrication on the Sanford High School campus. Additionally programs in Culinary Arts, Early Childhood Education, and Career Exploratory are offered at Noble High School, and Health Occupations and Information Technology at Marshwood High School. Great Works offers classroom instruction related to the curriculum in its technical labs, but academic instruction for students is generally unrelated, and is provided in the seven "home" schools of the GW students.

Sanford High School

Sanford High School (SHS) serves approximately 1300 students, including those also enrolled in Great Works (GW). The school is organized on a traditional departmental basis, although there is limited cross-subject teaming at teacher's initiative in 10th grade. It offers general education, honors, and advanced placement courses. A full compliment of sports and activities are offered. SHS serves grades 9 through 12, and has school hours from 7:50 a.m. to 2:00 p.m..

Great Works + Partner Schools

Students at GW receive academic instruction and pursue sports and activities at their "home" schools. These include SHS, which shares its site with GW, and six "partner" schools in other school districts in York County. These schools include Noble High School, Massabesic High School, Marshwood High School, Traip Academy, and high schools in the towns of Wells and York. The Sanford School Department receives payment for services to the partner school students on a per pupil basis from each of the partner schools.

Of its 512 current students, 204 are from SHS, and 298 are from the partner schools.

Bus transport is provided from the student's partner school to GW, with rides as long as 45 minutes. GW and the partner schools have common calendars for all but 10 days each year, as is required by state law. They do not have shared daily schedules, resulting in unproductive "down time" for students from partner schools due to uncoordinated schedules.

This concept of career-technical centers serving students from partner schools on a half-day basis is standard for career-technical instruction in Maine.

Advantages of this school organizational concept:

- Allows the highly specialized technical education facilities to be shared by multiple schools
- Financially efficient, as cost-per-student for technical education is lower than for stand-alone facilities

Disadvantages are:

- Long bus rides for students from partner schools
- Academic instruction at the partner schools (and SHS) is disconnected from career-technical instruction
- Disconnection of career-technical learning from students' home schools discourages student interest

Great Works + Sanford High School

Student enrollments at SHS and GW exceed capacity: a field of 24 portable buildings has been installed for additional classroom space. Capacity at GW is additionally limited by technical lab space: in 2008, 650 students applied for enrollment in GW but 140 were turned down due to lack of space. The shared facility has been cited as a problem in the recent accrediting report of the schools by the New England Association of Schools and Colleges.

Despite sharing a site and a building, GW and SHS do not have a common schedule. They do have a small number of courses with similar content taught by different teachers, but with little or no coordination or rationalization. Essentially the two schools operate as separate institutions sharing a facility.

YORK COUNTY LOCATIONS

Transportation distance and time to GW has long been a challenge for students. A central location for a school serving most of York County would be ideal. The site on the SHS property is not necessarily the only possible location for GW.

PDT Architects collected data from all of the sending partner towns and school districts presently participating in the Great Works/Sanford Regional Vocational Center. Data was gathered from the State of Maine public database and included the most recent information for town population, 9-12 high school student enrollments in sending schools, adult labor force data for all of the towns of the sending districts, and employer jobs within each of the towns.

PDT Architects developed a computer model which determined the study area centroids for five different areas of interest, as follows:

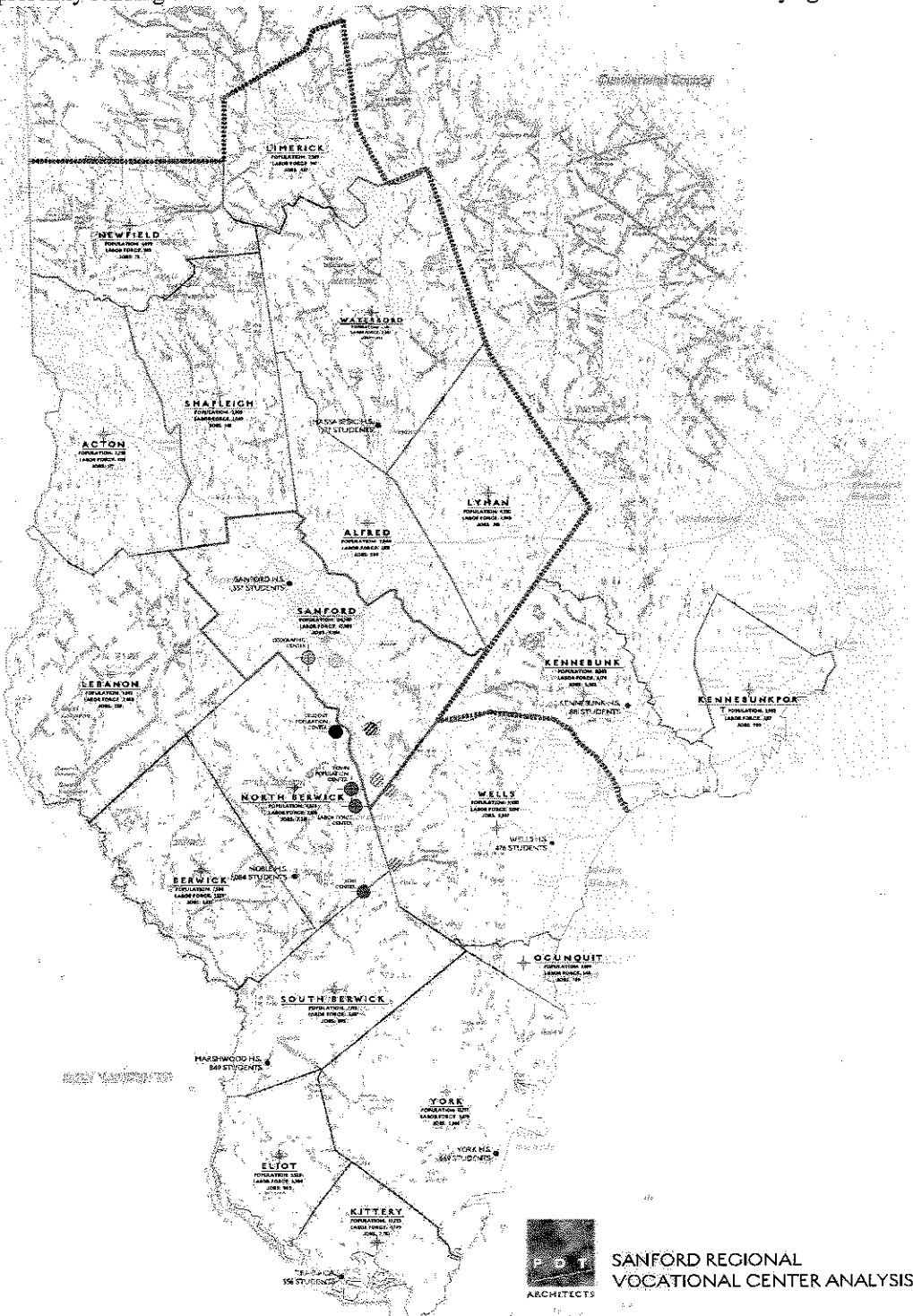
- Geographic center of all participating partner towns within the Great Works sending area.
- Population center for all residents in the participating partner towns.

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Educational Visioning

- Population center of all 9-12 high school students.
- Labor force center for all adult workers living within the partner towns as identified by the U. S. Census Bureau.
- The geographical center for all local jobs located within the partner towns.

All of the centroids were located to the south of the existing Sanford High School and were predominately along the border of Sanford and North Berwick. Alternate centroids were plotted to include the towns of Kennebunk and Kennebunkport who are not presently sending students to Great Works but who are allowed to send students by agreement in the future.



EDUCATIONAL VISION

Process

A Futures Team was established to think collectively to create a Vision for SHS and GW with close attention to the partner schools and businesses in York County. The Team, consisting of students, parents, educators, and business leaders, met for four full-day facilitated workshops.

The Futures Team started its work by evaluating the current educational situation for students at SHS and GW, with recognition of the relationships with the partner schools, and the challenges of the long distances in York County. Included in this review were:

- Background Data: GW, SHS, and Partner Schools
- Day in the Life of a GW Student
- Trends in Education: 21st Century Schools
- Relevant Trends for GW and SHS
- What Works? What Doesn't Work?
- Successful Students, Graduates, and Schools
- Teaching and Learning in 2030
- What Business Wants

This analysis was followed by a review of educational practices

- Effective Educational Delivery
- Places for Learning
- Role Model Schools

With this foundation, Futures Team members worked in Focus Groups to define school organization possibilities and to develop planning Options. They brainstormed, argued, reviewed, critiqued, and ultimately voted on Options. They then ranked the Options, and decided on the "Must Haves", those elements necessary for SHS and GW no matter what Option is selected by the School Board.

Details of all activities are presented in the Appendix and Attachment sections of this report. The most salient issues in defining school are presented in this Educational Vision.

Business Needs

Futures Team members from the business community were asked to outline the needs of York County businesses. Among their needs were:

SCHOOL ORGANIZATIONAL ISSUES:

- Improved coordination between business and school
 - Business willing
 - Want more contact
 - Parallel paths need to converge
- On-going training for the professions
- Need program run by GW to serve business training:
 - 80 hour program
 - Retrain unemployed and underemployed
 - Funding available through Maine Quality Centers
 - 13 month return on investment possible for business
 - Locate at GW and/or at businesses
- Apprenticeship programs
 - PNSY: heating, A/C, welding
- Mentorship programs
- Schools that cultivate learning
 - Industry endorsed curriculums
 - Demonstrated (measurable) skills
 - Behavior-willingness to work

Ch 2 Educational Vision DRAFT

Educational Visioning

- Forward looking
- Competencies in specific areas
- Advisory committees contact is not enough for business; contact directly with the students is needed...
- Concern over minimal programs in 9th and 10th grades

STUDENTS AND GRADUATES:

- Dependable employees
- Flexible
- Current with technology
- Ability to work alone and in groups
- Students ready to go into the workforce:
 - Basic skills, communication skills, technology
 - Problem solving, human skills
 - Ability to learn – life-long learner
 - Work ethic
 - on time
 - accept responsibility
 - drug-free
 - confidence
- Skilled tradespeople, including masons, electricians, carpenters, sheetrockers, plumbers
- Certifications needed

Student Voice

The participation of five SHS/GW students on the Futures Team brought inspiration and knowledge to the other members. The following Mission Statement, developed by one of the student groups, speaks for many of the student ideas:

OUR MISSION

To create a high school that is mixed with college opportunities and hands-on learning experiences, to make students more involved in the community, and to guide them in the right direction for a good job and a successful life.

Many of the student ideas have been captured in Futures Team discussions, and incorporated in the development of Options and “Must Haves”.

Additionally more than 100 SHS and GW students developed new ideas for a new school.

THE IDEAL SCHOOL

100+ student voices

“The most important aspect of education is the teachers... Teachers need to be passionate about teaching. . .”

“Sanford could produce hard workers and passionate learners if it . . . focused on what’s most important: the student’s interests and strengths.”

“...students should be able to help with the decisions around the school, or at least let us vote to help make a decision. All we want is to be heard.”

“The school should be more active within the community.”

“Expecting all kids to learn the same way is like dropping a bowling ball on your toe and expecting it not to hurt.”

Student ideas are outlined in full in the Appendix and the Attachments sections of this report.

Ch 2 Educational Vision DRAFT

Educational Visioning

Must Haves

At the end of four days of intense dialogue, Futures Team members brainstormed a list of "Must Haves", essential components of high school education, regardless of how school might be organized in the various Options. Futures Team members then voted as individuals. Each person was allowed five votes, with no limits on how many votes could be assigned to each competing "Must Have."

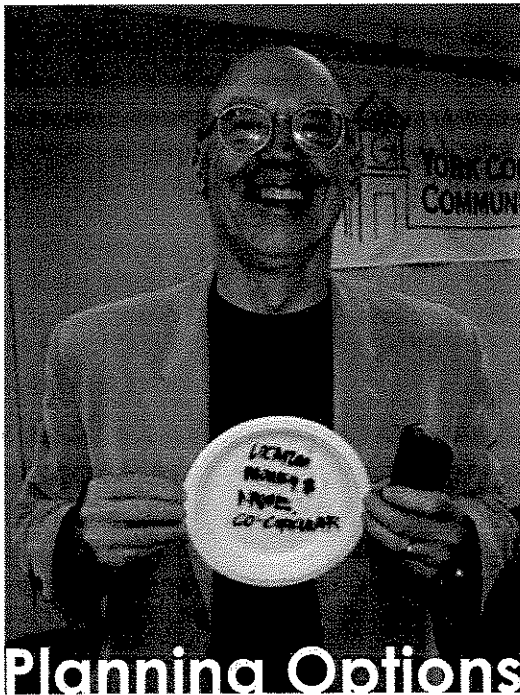
All ideas are presented here, ranked from most to least popular.

MUST HAVES	VOTE
• Green technologies	19
• 4 year program	18
• Performance and athletic space	16
• Strong business relationships	12
• Co-op and internship programs	11
• Healthcare/wellness incubator spaces	9
• "Unstructured" life-long athletics/wellness/sports	9
• Multiple learning styles "adult survival" 21 st Century skills	8
• Ensure partnership with business	8
• Student choice	7
• "Critical" clusters	6
• Adaptability for future technology and building	6
• Industry specific centers of excellence	5
• Year round schooling	5
• Personal Learning Plans for every student	5
• Project-based learning	5
• Common calendar	4
• Entrepreneurship class	4
• Certification programs	4
• Flex hours	4
• Community "buy-in" affordable & accessible transportation	4
• Flexibility to change with the future	4
• Wide variety of choice	3
• Common teacher planning rooms	3
• Social and emotion learning and "living on your own"	3
• Exploratory education/program	3
• "Standard Based" (student meets standards)	3
• Strong college space and relations	3
• Capacity to meet student interest	3
• Staffing-training and professional development	3
• Driver education	2
• "Public Community" spaces	2
• Regular training and evacuation center	1
• Inclusion of special population/community participation continues	1
• Student "social" space/common community	1
• Regional adult education Career Technical Education (CTE) training program	1
• Articulation with colleges	1
• Regional special education program	1
• Co-curricular programs	1
• Expand thinking of "clusters" to include transportation, maintenance, and real time/real world building	1

Key Organizational Concepts

The Futures Team worked in seven different Focus Groups. Separately they conceived concepts of school, and developed specific proposals for organizing SHS and GW. Their work shared a high degree of commonality in key elements. Drawn from the three most favored Options, they are presented here as Key Organizational Concepts:

- GW becomes a diploma-granting school
- Career Clusters are the basis for organizing CTE and aligning it with academics
- GW becomes a four year school, at a minimum, with students starting in the 9th Grade
- Students from partner schools become full time GW students
- GW would become a full time learning experience, not ½ day
- Personal Learning Plans for all students
- Integrated academic and CTE learning
- Standards-based instruction
- Interdisciplinary learning at GW and at SHS (if a separate school)
- Project-based learning at GW and at SHS (if a separate school)
- Exit exhibitions for students and their work
- Internships/co-op programs with businesses would become essential components of the GW student learning experience
- Dual enrollments, articulation, and other means of achieving college credit



Planning Options

INTRODUCTION

Planning Options were identified by the educational planners and offered to the Futures Team as starting points for developing options for school organization and placement in the York County community. Futures Team members, working in small groups, selected the Options for further development and detailed definition. In the course of doing so, several of the Options changed in concept. All of the Options gained specificity and relevance to the York County context. Summaries of the developed Options are presented here.

Several of these Options require changes in the Maine laws related to career-technical school organization. Most of them present significantly different ideas of “school” to the partner schools. The Futures Team recognized the need for the School Committee to lobby Augusta and talk to partner schools immediately.

ROLE MODEL SCHOOLS

The Options as initially presented to the Futures Team made reference to other schools. Most of these “role model schools” had been shared by the educational planner and architect in earlier workshop presentations. Several of them had been researched through the internet, phone calls, and at least one site visit by volunteer researchers from the Futures Team. These schools are:

- Canby Applied Technology Center, Canby, OR - Option “B”
 - Integrated academic and technology instruction
 - Academic instructors “imbedded” in Teacher Offices adjacent to the technical labs
 - Technology instruction conceived as active professional-level work serving community needs
 - Community volunteers as resources to students as experts on projects
- Oxford Hills Comprehensive High School, S Paris, ME - Option “C”
 - Integrated academic and career-technical high schools
 - “Seamless” school building plan with career-tech learning spaces interspersed with academic spaces
 - Teacher Planning Centers as “home bases” for teachers, each housing teachers of all disciplines
 - 9th and 10th grade core courses team taught by four-teacher teams

Ch 3 Planning Options DRAFT

Educational Visioning

- Carl Wunsche Senior High School, Spring, TX - Option "D"
 - All instruction organized within career academies, each with all core subjects and career-technical programs
 - Students choose the academy for three years of learning
 - Open project spaces at the center of each academy
 - Sports and co-curricular activities at sending school
- Blackstone Valley Regional Vocational Technical School, Upton, MA ; Worcester Technical High School, Worcester, MA - Option "E"
 - Autonomous four year high schools offering academic as well as technical programs
 - Student choice of technical school is made in 8th grade
 - Sports programs offered by the technical school
- Kent County, England network of specialist school programs - Option "F"
 - Network of high schools in reasonable proximity, with each offering one specialist technical program for upper year students
 - Students conduct most of their learning at their "home" school, but travel to the "specialist" school for technical programs of their choice

More information on these schools is included in the Attachments section of this report.

OPTIONS

Futures Team Focus Groups were charged with addressing the following issues in developing their chosen Option:

- Identify five essential characteristics of the option
- Elaborate on the Option's "pros" and "cons"
- Identify concepts related to the Options identified but not considered

The Options as presented by the educational planner were to start Focus Group conversations. They were developed, expanded, merged, morphed, and dropped by the various focus groups. They were then ranked. The top three are presented to the School Board for further consideration. The Options development and ranking are presented here. They represent considerable discussion, commitment to students and York County and, at times, deep passions. Although only three are recommended to the School Board, many aspects of many options are worthy of consideration.

RANKING ALL OPTIONS

In the course of development some of the Options were dropped for lack of support, one was created, and others with very similar characteristics were combined by the Futures Team just before the ranking:

- G and New G were combined into G
- R was created
- B and G became B/G
- C and D became C/D
- F was dropped

The Ranking was done by secret ballot of Futures Team members. Each member was allowed a first, second, and third choice. Results were:

1 st CHOICE		2 nd CHOICE		3 rd CHOICE	
OPTION	VOTES	OPTION	VOTES	OPTION	VOTES
A	0	A	0	A	2
R	1	R	10	R	9
B/G	21	B/G	14	B/G	6
C/D	8	C/D	8	C/D	12
E	11	E	9	E	5
				No 3 rd Choice	6
				C-D-B	1

Ch 3 Planning Options DRAFT

Educational Visioning

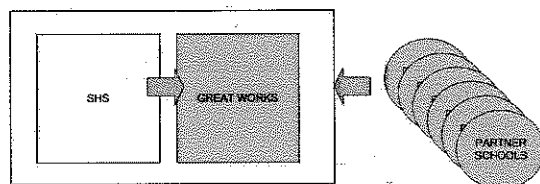
When weighted with the convention of 1st = 3 points, 2nd = 2 points, and 3rd = 1 point, the ranking is as follows:

OPTION	VOTES	PLACE	"ROLE MODEL"
B/G	97	1 st choice	Canby & Business Learning Campus
E	56	2 nd choice	Blackstone
C/D	52	3 rd choice	Oxford Hills and Wunsche
R	32		Flexible "School of Choice"
A	2		Existing

OPTION A

Current Organization

School Organization Diagram
OPTIONS A



A-1:

GREAT WORKS CAREER-TECH CENTER ON SAME SITE AS SANFORD HIGH SCHOOL, BUT OPERATING SEPARATELY: CURRENT SITUATION

A-2:

AS ABOVE, BUT WITH COORDINATED SCHEDULE

A-3:

AS ABOVE, BUT ALTERNATING DAYS

A-4:

AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

A DEVELOPMENT BY FUTURES TEAM FOCUS GROUP

As existing, it meets a lot of CTE needs, but:

- Cannot meet student enrollment demands
- No 9th program; limited programs for 10th grade
- Lack of time for CTE students to take academic courses
- Dual allegiances for CTE students between schools
- Mid-day travel time between schools

In developing Option A, Focus Group A expanded the current concept of ½ day student participation in CTE programs to include two other possibilities, driven by the importance of creating flexibility for students. These are:

- Improve existing:
 - ½ day sending school
 - ½ day CTE
 - With more exploratory in the 9th grade
- Students from partner schools become SHS students:
 - CTE to expand academic offerings
 - Eliminate mid-day travel.
- Great Works/SHS becomes sole school, offering integrated academics and CTE learning

Ch 3 Planning Options DRAFT

Educational Visioning

A ESSENTIAL CHARACTERISTICS:

- Flexibility:
 - Menu of options that allow personalization for students rather than one-size-fits-all
 - Various venues including on-line learning
- Accessibility
- Comprehensive/integrated
- Meet business student needs and community needs
- Consider entire County

A PROS/CONS:

Pros:

- Transportation - and allows students to drive
- Innovative
- Inclusive

Cons:

- Favors Sanford

A NEW CONCEPT:

- More distance education

OPTION R

Flexible Options

R DEVELOPMENT BY FUTURES TEAM FOCUS GROUP

This Option was created by the Option A Focus Group as a conceptual Option offering more appropriate options for students from all schools than Option A, the current organizational concept.

Option R creates a school of choice, with multiple pathways for student participation. Using the hypothetical students Bill, Susan, and Paul in their concept description, the Focus Group outlined the school possibilities as follows:

R SCHOOL OF CHOICE:

- Bill – chooses ½ partner school, ½ GW
- Susan – Chooses Great Works & shared high school facility on GW campus
- Paul – Chooses applied education: GW with diploma option, integrated academic within technical school

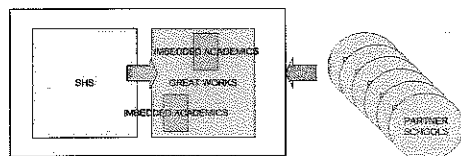
R COMMENTARY:

This Option received considerable comment and a fair number of votes in the ranking, as it addressed the issue that one concept of school does not fit the needs and interests of all students, particularly when considering the distance and travel time challenges for students from partner schools are recognized.

OPTION B

Separate Schools/Single Site/Imbedded Academics

School Organization Diagram
OPTIONs B



Ch 3 Planning Options DRAFT

Educational Visioning

GREAT WORKS CAREER-TECH CENTER ON SAME SITE AS SANFORD HIGH SCHOOL, OPERATING SEPARATELY, BUT W/ IMBEDDED ACADEMICS: LIKE CANBY

B-2:

AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

B DEVELOPMENT BY FUTURES TEAM FOCUS GROUPS

In development this Option retained the separate identities of SHS and GW, but proposed a seamless flow of students between them, as well as a coordination of teachers and instructional delivery.

B ESSENTIAL CHARACTERISTICS:

- Integrated academics
- 4 year program with option for years 13-14.
- Advanced Placement is accessible 100%
- Flexibility to help with internships, etc. and curriculum choices
- Businesses/communities become major stakeholders
- Co-op programs with businesses
- Incubator space as place for start-up businesses willing to work with students
- Build new school on different tract of land that can handle both GW and SHS.

B IMBEDDED ACADEMICS DEFINITION:

- Applied academic core are in GW
- 9-12 all students/all towns who desire
- Applied learning
- Honors, AP-flexibility to "slide" between schools
- Flexibility between SHS and GW – curriculum transfer
- Project based learning
- Full service – academics, CTE
- Playfields for SHS students. Partner students play sports at home school
- All programs at GW site.
- Common café between SHS and GW
- Incubator space at GW

B PROS/CONS:

Pros:

- Students have access to all AP/honors/academic courses. Lots of opportunity to get into the full SHS curriculum

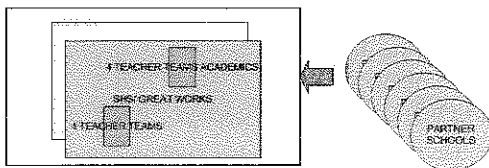
Cons:

- Lots of busing/transportation
- What is the name: Sanford High School (Great Works)?

OPTION C

Seamless Schools/Single Site/Imbedded Academics

School Organization Diagram
OPTIONS C



Ch 3 Planning Options DRAFT

Educational Visioning

C-1:

GREAT WORKS CAREER-TECH CENTER IN SAME BUILDING AS SANFORD HIGH SCHOOL, WITH TEACHERS TEAMING IN FOURS: LIKE OXFORD HILLS

C-2:

AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

C DEVELOPMENT BY FUTURES TEAM FOCUS GROUP

Option C called for the academic high school and the technical school to be seamlessly housed in a single building. As developed by the Focus Group, Option C gained definition through grade level and program expansion, and a more rigorous curriculum, including:

- 9-14 and adult education job re-training
- SHS and GW = one program with many options
- Lots of characteristics of "B" in "C"
- 16 career clusters
- Similar to Oxford Hills
- Applied learning for Relevance and Rigor as outlined by the International Center for Leadership in Education
- 4 teacher teams
- Each student would have a Personal Learning Plan
- Vacant manufacturing buildings as possible locations

Results expected:

- Improved graduation rate in sending communities
- Larger, well trained workforce
- Less disruption of students' day - hours lost on the bus

Wider student choices would be a hallmark of the school:

- Academic and CTE classes
- Clubs-intramurals
- Extended school days - late afternoon/evening
- Mentor program
- Each student on a learning team and career cluster

C ESSENTIAL CHARACTERISTICS:

- Like Oxford Hills but with a greater number of options (career clusters)
- Integrated learning with the high school
- Personal Learning Plans for each student
- Applied learning model option
- Full-time for all students
- Students from partner schools are CTE students. (We envision this as being a model magnet school)
- 4 year program.

C PROS/CONS:

Pros:

- No instructional time lost to travel
- Students prepared for workforce due to career/technical preparation and training
- Deep intrinsic learning through applied learning
- 8th graders do not know what they want in life
- Applied learning for all
- Students would be full-time in building
- Need the same standards for all students

Cons:

- Lack of buy-in from partner schools
- How do we deal with current staffing issues given the unique teaching styles needed for the "new school"?

Ch 3 Planning Options DRAFT

Educational Visioning

- All have to work together
- Teachers will need to change
- Existing sports conflicts

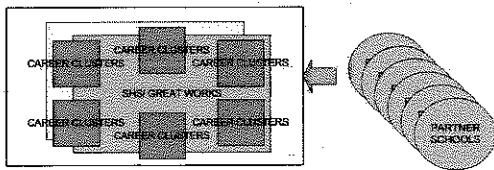
C CONCEPTS IDENTIFIED BUT NOT CONSIDERED:

- Redo factories or business that no longer function
- 4 days school is longer day
- Students in school four days, day 5 is to retrain teachers. Will cost more for teachers

OPTION D

Seamless Schools/Single Site/Career Clusters

School Organization Diagram
OPTIONS D



D-1:

GREAT WORKS CAREER-TECH CENTER OPERATES SEAMLESSLY WITH SANFORD HIGH SCHOOL IN CAREER CLUSTERS: LIKE CARL WUNSCH

D-2:

AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

D DEVELOPMENT BY FUTURES TEAM FOCUS GROUPS

Option D called for a single school organized around Career Clusters. Each student chooses the Cluster which most suits their interests as the primary learning setting for their high school career.

D ESSENTIAL CHARACTERISTICS:

- 2 schools, 1 campus
- Student led, with a high amount of student responsibility
- Expanded school hours.
- Grades 9-14 options
- 7 + 8 exploratory programs for students at all partner schools
- Integration – academic and vocational
- Applied integrated academics
- Multiple pathways
- One cluster would be college track
- Project-based learning
- Personal Learning Plans
- Advisories
- Opportunity for CTE classes as needed/desired with an expanded day.
- College campus setting – geographically integrated
- Student is responsible for PLP grades 9-14
- Project Based – internships cluster dependent
- Businesses could be located in the school
- Community uses in the school

D PROS/CONS:

Ch 3 Planning Options DRAFT

Educational Visioning

Pros:

- Meets business, college needs
- Meets the needs of the students
- Better usage of educational time opportunities
- More students have opportunity to go to the school
- Promotes project-based learning and integrated learning.

Cons:

- Change in teacher contracts
- Need teacher training
- Are businesses able to do enough internships?
- Concern for sending schools losing money and students
- Buy-in of partner schools
- Meeting all State standards
- Changes in the law
- Changes in teacher contracts
- Cost of running the school

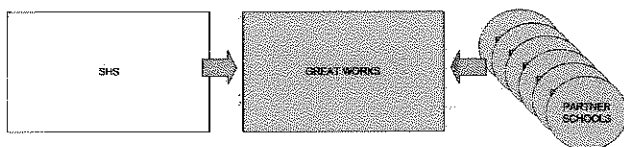
D CONCEPTS IDENTIFIED BUT NOT CONSIDERED:

- Partner school students would spend all day at this school
- Alternate housing to reduce travel time:
 - Dormitory for partner school students
 - Sponsor families

OPTION E

Separate Schools/Separate Sites

School Organization Diagram
OPTIONs E



E-1:

GREAT WORKS CAREER-TECH CENTER STANDS ALONE: LIKE BLACKSTONE OR WORCESTER TECH

E-2:

AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

E DEVELOPMENT BY FUTURES TEAM FOCUS GROUP

Option E is a stand-alone autonomous CTE school, with full academic instruction and co-curricular activities. Due to expected student interest, the size of GW would double, to 1200 students. SHS would lose 100 students. Partner schools would lose students as well.

E ESSENTIAL CHARACTERISTICS:

- Exploratory programs in Grade 9, and for middle school students in Grades 7 and 8
- Integrated academics with CTE
- Center York County location
- Flexibility for 11th and 12th grade students with shorter school week and apprenticeship programs

Ch 3 Planning Options DRAFT

Educational Visioning

- If near the airport – add aeronautics
- Career cluster approach
- Sanford students at GW would be like students from any partner school, opting for a full-time CTE school
- GW students would participate in sports at schools in their home districts
- Personalized Learning Plans
- Focus on building relationships
- Project based learning
- Virtual learning fills in the gaps and can be an integral part of instruction
- On its own schedule
- Teachers would come to the students

E PROS/CONS:

Pros:

- 4 year program
- Positive image for CTE learning
- Integrated
- Students grouped with students of similar interests
- Saving of instruction time
- More night courses for adult education
- Create more jobs
- Not located/associated with “Sanford”
- More students, more competitive

Cons:

- Transportation
- Limited/no extra curricular programs
- Severed ties with home communities
- Money – funding? Will partner towns participate with money?

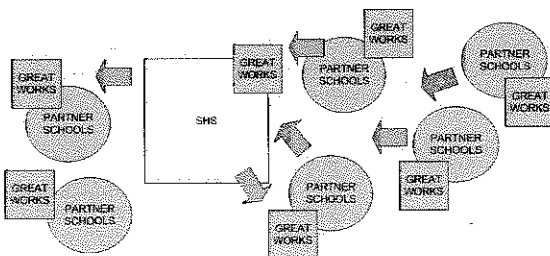
E CONCEPTS IDENTIFIED BUT NOT CONSIDERED:

- If at Sanford Airport offer aviation/air traffic control
- Industry representatives as co-teachers
- Instructors in workplace on alternate days; shadow apprenticeship programs
- Separate buildings, more like a college campus, with a connecting tunnel system
- Teacher on buses?

OPTION F

Network of Schools/Many Sites

School Organization Diagram
OPTIONS F



F-1:

Ch 3 Planning Options DRAFT

Educational Visioning

GREAT WORKS CAREER-TECH CENTER LOCATED IN SHS + PARTNER SCHOOLS THROUGHOUT COUNTY: LIKE KENT COUNTY

F-2:

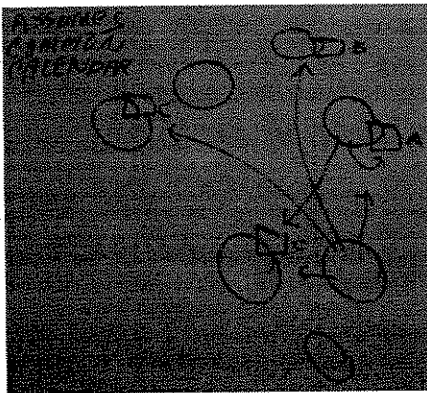
AS ABOVE, BUT WITH CHANGES YOUR TEAM DEEMS APPROPRIATE

F DEVELOPMENT BY FUTURES TEAM FOCUS GROUP

The Focus Group for Option F pursued the idea of GW at multiple locations, but eventually withdrew Option F from consideration as being impractical. Before doing so they identified several concepts which may serve students well as components of other Options. This Focus Group then developed another Option called New G, which was later combined with Option G.

ESSENTIAL CHARACTERISTICS:

- Great Works is not a facility; it is a method of integrated team teaching.
- Great Works becomes a part of the curriculum at existing schools
- Assume common calendar



OPTION G

New Ideas

School Organization Diagram
OPTIONS G

?

GREAT WORKS CAREER-TECH CENTER, SHS, AND PARTNER SCHOOL RELATIONSHIPS TO BE ESTABLISHED

G DEVELOPMENT BY FUTURES TEAM FOCUS GROUP

Option G was a "wild card" Option, open completely to Focus group interpretation. The G Option conceived of a school with seamless connections to the business community through the sharing of a site.

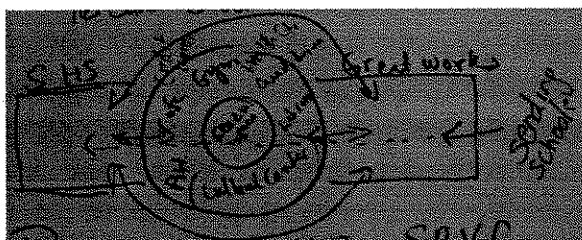
G ESSENTIAL CHARACTERISTICS:

- One site
- An integrated facility and learning environment-SHS-Great Works-College-Business

Ch 3 Planning Options DRAFT

Educational Visioning

- Partner schools: students would become Great Works students
- York County internships and co-ops address business and students' needs
- Flexibility in post secondary opportunities
- Rigor-Relevance-Relationships
- Grades 9-14
- Imbedded academics and AP/Honors
- 16 career clusters
- Remodel SHS and SRVC with new addition. Space is not a limitation as long as it is green.
- Uncertainties:
 - Governance is unclear: is this 1 or 2 schools?
 - Can partner school students take only one class?



G PROS/CONS:

Pros:

- Integrated includes businesses at school
- Rigor, relevance, relationships
- 21st Century programs
- Life experience
- A stepped up community facility
- Meeting standards
- Life experiences to prepare for the future

Cons:

- Cooperation of partner schools
- Transportation

G KEY WORDS:

- Personal Learning Plans
- Relationships
- Integrated CTE
- Rigor/relevance
- Project Based Learning
- Interdisciplinary teaching/learning
- New classroom ideas/workspaces
- Team teaching
- Integrated technology
- Community

G DAY IN THE LIFE OF A STUDENT:

- Seamless transition between Great Works and SHS
- Day and evening classes
- Co-curriculars shared between schools
- Co-op/Internship opportunities

Ch 3 Planning Options DRAFT

Educational Visioning

G CONCEPTS IDENTIFIED BUT NOT CONSIDERED:

- Integrating green technology
- Co-curricular activities
- Size
- Transportation to off-site learning
- Changing State funding mechanism
- Concept of “old school” way of thinking versus “new school”

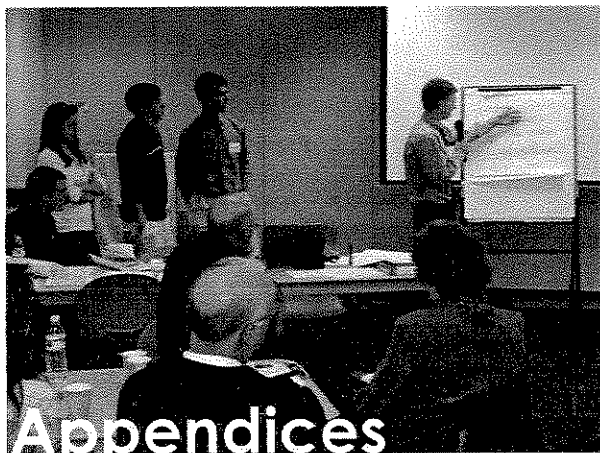
OPTION NEW G

NEW G DEVELOPMENT BY FUTURES TEAM FOCUS GROUP

New G is a conceptual Option. Although not fully developed, it offers several innovative educational concepts, particularly competency-based student advancement, and extended hours/days of operation.

NEW G ESSENTIAL CHARACTERISTICS:

- Integrated academics
- Basic skill leads (advancement) based on skill not grade.
- All year 24/7 community based business partnership in teaching/sharing of skills
- Satellite career clusters
- Industry certificate of competencies
- Individually-based instruction focused on interest and needs of students
- Grades 9-12



CURRENT SCHOOL ORGANIZATIONAL STRUCTURES

Great Works

ENROLLMENTS

- 512 Students (383)
 - 204 Sanford
 - 10 Work Students
- 645 applications last year
- Students not admitted are placed on a “waiting list”
 - Stay at partner school but allowed a 2nd chance
- 98% graduation rate

PROGRAMS

- Math: Critical component of Career Technical Education (CTE)
- Programs at Marshwood High School new programs, IT and enriched
- No space for new programs
- STEM initiative with the Boston Museum of Science
- See below for comparison of programs at Great Works (GW) and Sanford High School (SHS)

EXTRA CURRICULAR

- 37% play sports
- 30% participate in co-curricular activities

COLLEGE ATRICULATION

- Articulation Agreements (SMCC & others)
 - Shared program curriculum = “promised credit”
- Credit “Dual Enrollment” (SMCC/YCCC)
 - High school and college on the “transcript” guaranteed!

Ch 4 Appendices - DRAFT

Educational Visioning

- "Accu-Placer" 1-1/2 hour test with SMCC
- "Feedback Loop" test
- More opportunities for CTE for Articulation Agreement
- (Wells High School does have good articulation agreement paths)

STUDENTS FROM OTHER SCHOOLS

- Acton (attend SHS as well)
- Partner schools
 - Marshwood
 - Massabesic
 - Noble
 - Traip Academy
 - York
 - Wells
- Out of state students
 - 16 attend technical programs at NH schools (programs not offered at GW)
 - 12 come from NH (programs not offered at NH schools)

GOVERNANCE

- % of \$\$ goes to GW:
- GW is a vocational "center", a component of the Sanford School Department
- Other Maine technical school model is a "regional" model
 - Autonomous regional technical school district
 - Own Board of Directors
 - Has taxation powers
- Legislative change required for:
 - Other organizational concepts
 - 9-12 programs
- Superintendent Advisory Committee from partner schools = 16 people

COSTS

- Operational Costs:
 - \$1.5M annual cost
 - \$1M from Maine DOE
 - \$190,000 Perkins funding for new programs
 - Partner schools pay approximately \$650 per student to Sanford School Department

HOURS

- Hours of operation:
 - AM students: 8:00 a.m.-10:30 a.m. bus to sending schools – travel 30-45 min
 - PM students: 11:10 a.m.- 1:20 p.m. bus to sending schools – travel 30-45 min

Sanford High School

STATISTICS

- Comprehensive high school 1,200 students
- "Mentor" programs
- "Ownership" for students to take responsibility
- Freshman failure and discipline rates are down
- Honors and AP courses rigors and exam scores 228 tests/year
- Sophomore Teaming: Social Studies, English teaming/field trips
- 240 early course work enrollments
- 36 students are in an alternate education program

Ch 4 Appendices DRAFT

Educational Visioning

- Athletics:
 - 41 teams
 - 30% participation
- 78% participation at co-curricular
- No articulation agreements at SHS with colleges

FACILITIES

- Space Problem
- 24 portables!!
- Security/toilet programs
- Athletic field shortages
- Ethic project
- Literary analysis project
- Happy meal project
- Renaissance program
- Science/physics/rockets/catapult
- "Entrepreneurial" program
- Department organization!
- Facility failure for accreditation

COMPARITIVE PROGRAMS

Programs are arranged with reference to the Career Cluster concepts of the National Career-Technical Education Center

CAREER CLUSTER

GREAT WORKS

SANFORD HIGH SCHOOL

AGRICULTURE, FOOD + NATURAL RESOURCES

Environmental Science

Environmental Science
Marine Science

ARCHITECTURE + CONSTRUCTION

Building Trades
Electrical and Residential Wiring
Drafting/CAD

Industrial Tech.
Home Design
Interior Design

ARTS A/V TECHNOLOGY/COMMUNICATION

Media Communication
Digital Design
Graphic Arts

Computer Art
Art 1 – Studio-Painting Ceramics
Music

BUSINESS, MANAGEMENT + ADMINISTRATION

None

Accounting I-II
Business Practice

EDUCATION + TRAINING

Early Childhood

Early Childhood

FINANCE

None

Personal
Living on Your Own
Math

HEALTH SCIENCE

Heath Occupations (2)

Biology
A & P

Ch 4 Appendices DRAFT

Educational Visioning

HOSPITALITY + TOURISM	Nutrition
Culinary Arts	Culinary Arts
INFORMATION TECHNOLOGY	
Information Technology (2)	None
HUMAN SERVICES	
Psychology/Sociology	None
Child Dev/Psychology	
LAW, PUBLIC SAFETY, CORRECTIONS + SECURITY	
None	None
MANUFACTURING	
Machine Tool Technology	None
Welding/Metal fabrication	
MARKETING	
None	Fashion Merchandising
SCIENCE, TECHNOLOGY, ENGINEERING, + MATHEMATICS	
Electronics/Robotics	Math & Science
TRANSPORTATION, DISTRIBUTION + LOGISTICS	
Auto Technology	None

Additionally programs in Culinary Arts, Early Childhood Education, and Career Exploratory are offered at Noble High School, and Health Occupations and Information Technology at Marshwood High School.

WHAT WORKS? WHAT DOESN'T WORK?

What Works?

- Good location for school
- Academic kids at SHS can get hands-on sometimes
- Variety of AP
- Excellent teachers
- Excellent guidance counselors
- Lots of electives
- Late buses
- Vocational students have pathways
- Aspire-USM-credit
- Guidance Department
- Quality of people in education
- SHS classes at student demand
- 98% of GW kids graduate
- Academic support programs. Plato Learning Labs: need to be expanded education
- Common Mission works for Sanford students
 - Athletically and musically
- Dual enrollment/early college
- Sanford in healthy place for change
- Program Advisory Committee advice on curriculum
- York County Community College strong base

- Safe school
- Works for Sanford, not so much for partner schools
- In Sanford, support for good ideas, programs education supported

What Doesn't Work?

- Physical spaces
- Long bus rides
- Academics for students from partner schools not connected to GW learning
- "Hands-on" not enough classes/not enough class time
- Hard to apply Math – need Industrial Technology Lab
- Scheduling and calendar year don't all match – start of school vacations
- Teachers don't have enough time to learn and work together.
- SHS and CTE teachers don't have any time to work together.
- Politics of "inclusive" community for York County support.
- Scheduling – not enough flex. to be different periods and lengths.
- Finances
- Fields - not enough and not close to building - too dispersed.
- Not good transportation for after school activities
- Common mission
- Not green and sustainable
- Dispersed play fields
- Inflexibilities of schools to give credits
- Doesn't meet "core" graduation requirements
- Buildings don't accommodate "technology"
- Harder to meet students' tech. needs
- Layout of building doesn't work – too much time and travel within building
- No Performance spaces
- ATM offerings – inconsistent quality and quantity:
 - virtual learning
 - distance learning
 - scheduling nightmare
- Loading new technology on CTE computers and high school (software)
- Behind the curve on IT for business (business frustration)!
- Not enough balance between the "arts" and "sports"
- Busing in the afternoon for sending schools
- Co-op and apprenticeship programs aren't strong enough
- Bureaucracy to get school/community partnerships
- Not enough history of technology
- Appearance of school (pride)?
- "Out of towners or partners" for CTE
- Not an option in Kittery
- Lack of taxpayer understanding of building "bridges"!
- We need more programs!

EDUCATION IN 30 YEARS

Students

What will high school students be doing later in the 21st Century? How might facilities be impacted?

- Classrooms more populated
- Distance learning

Ch 4 Appendices DRAFT

Educational Visioning

- Virtual classes for AP and other
- 2030.– No change
- More technology usage
- Staff work schedule flexible (i.e. college style M/W/F)
- Shorter school week M-Thursday
- Business actively involved in providing support and direction
- Internships
- Buildings used to the max
- Partnership with community
- Higher security
- Community members taking courses with high school students in normal classes. Combine Adult Ed in regular classes
- Paperless schools
- Virtual reality-based learning
- Online learning/video conferencing (eliminates some transportation)
- Learning coach
- Peer-to-peer learning
- Different time schedules
- Standard “box” classroom gone
- Economic influence on students working
- Higher emphasis on Co-op
- Increased exposure to foreign languages that are relevant to the global economy (Chinese, etc.)
- Schools can accommodate technology (power outlets, ability to install software, WiFi).

What will high school faculty/staff be doing later in the 21st Century? How might facilities be impacted?

- Teachers will oversee learning delivered/provided by computers. They will clarify questions and misconceptions, encourage, and provide the motivating relationships. Teachers are consultants and can be stationed “away”
- Structures have to be flexible so students have a learning space and each will have his/her own computer.

How can buildings be flexible to respond to changing needs? How might facilities be impacted?

- Spaces for virtual learning - students go on “field trips” from their work space
- Temporary, modular walls that can be reconfigured. Wiring and technology everywhere. “Green” buildings

What will the high school learning environment be like later in the 21st Century? How might facilities be impacted?

- More based around technology
- Building/campus redefined
- More open areas
- More performing arts/collaboration between teachers/classrooms
- Melding of education and careers
- Increased diversity in demonstrating abilities
- Increasing utilization of students’ abilities
- Broadcasting stations/fewer school systems – more home schooling
- More language instruction (world language)
- More culturally diverse
- Paperless – more technology more like the business world (elimination of grading)
- Year round, flexible scheduling
- So much information – expanded areas of knowledge
- What will colleges look like? How will they “interface”?

Ch 4 Appendices DRAFT

Educational Visioning

- Less compartmentalized (more flexible/open/integrated)
- Green – energy efficient
- More schools within industrial parks
- More collaborative/project based learning will require more physical space.
- Will high schools be 9-12 or ?? Elimination of grades
- Staff will be adept at cutting edge technology
- Staff will be interconnected with post secondary institutions
- Staff will facilitate learning – also be establishing linkages in the community.
- School facilities will be connected with community members and facilities for learning opportunities
- Re-education centers (not “Mao-ist”)
- Expanded school day and year
- Students will log on from home
- Standards based diploma
- May meet in clusters depending on where project learning takes place, i.e. coding and billing taught at the hospital
- Ergonomically correct facilities
- Police department, banking and health facilities available at the High school
- More charter schools
- Early admission to college
- Graduates able to access good employment directly from the high school
- Long distance learning: more flexible schedules for students and teachers. Classes will be globally available
- Industry sponsored programs
- Facilities will be wireless and air conditioned – “dark fiber”
- Will need upgrades town-wide centers for alternative energy.
- Politicians need to catch up!
- Community and business have regular access – “lights on all the time”
- Retirees volunteering
- Strong alumni outreach/activity
- Schools collaborating with neighboring schools
- Non-profits who help students are in school
- Business teaching some classes
- Service learning
- Need to be designed for heavy use/flexible A/C!
- More meeting space
- More business-like
- More open space
- Green design
- More flexible infrastructure

SUCCESS

Characterize the successful student

- Achieves/reaches goals
- Enthusiastic/positive attitude
- Willing to take risks
- Knows how to access resources
- Risk taker – can’t be afraid to make a mistake
- Know themselves as learners
- Can take criticism
- Understands how to communicate in many ways
- Command of basic skills – 3 R’s
- Knows how they “fit” into society
- Logically solves problems

Ch 4 Appendices DRAFT

Educational Visioning

- Analytical skills
- Set realistic goals for self
- Enjoy and embrace a challenge
- Reaches out and contributes to others
- Eagerness
- Basic Skills: literacy, numeracy (Maine Learning Results)
- Confidence – feels success
- Relationship
- Technological concepts/critical judgment
- Problem solving
- Community service - 20 hours
- Engaged
- Self-esteem
- Drive
- Passion
- Open minded
- Accountable
- Confident
- Tolerance/acceptance of other cultures
- Work effort, work ethic
- Respectful
- Challenged
- Self-motivated
- Feel empowered/have choices
- Feel valued
- Self-directed advocate for themselves
- Knows him/herself at MS some programs, at GW: use Myers Briggs
- Independent thinker
- Content
- Collaborates
- Happy
- Involved family
- Positive school climate
- Well rounded
- Curious
- Feels a sense of accomplishment
- Social skills
- Engaged and responsible
- Be present and respectful
- Resilient/organized
- Confident, healthy, happy – physically and emotionally

Characterize the successful graduate

- Determination
- Discipline
- Accessed resources
- Mission, construction plan
- Eagerness
- Basic Skills: literacy, numeracy (Maine Learning Results)
- Confidence – feels success
- Relationship
- Technological concepts/critical judgment

Ch 4 Appendices DRAFT

Educational Visioning

- Problem solving
- Community service - 20 hours
- Fulfill requirements for post-secondary
- Fulfill requirements for entry level work
- Diverse
- Career path
- Work effort/ethic
- Citizenship
- Accountable
- Engaged/feels invested
- Confident
- Personal-social skills
- Apply knowledge/synthesize ideas
- Strong work ethic
- Life-long learner
- Contributes to society and community
- High student engagement
- Valued by community
- Integrates with community
- Has a plan/goal
- Capable of being independent - shows skills, knowledge, competence
- Looks ahead/not back
- Sense of their role in the world
- Independent thinker
- Self confidence, individuality
- Team member to work to common goal
- Willing to fail
- Risk taker
- Has vision, dream
- Presents well in front of others
- Leaves high school with ability to take different paths
- Embrace/be flexible with new ideas
- Adopt goals of employer
- Accept adversity or the parts of their futures they didn't expect to learn
- Be a team player
- Be open to other cultures, etc.
- Employed with benefits
- Independent, discerning
- Diverse knowledge base
- Has a clear career path
- Good citizen
- Employed with benefits
- Globally aware.

Characterize the successful school

- Creates connections for all
- Produces successful graduates
- Produces successful "dropouts"
- Student centered
- "All" students – viewed by students and schools
- Technology - (that works)
- Reflect real world function

- Teach to be a creative thinker and make decisions
- Meets the needs of the individual learner
- Provides an educated workforce and innovators
- Educated Citizens: community, nation, global society
- Instigates self confidence
- Does not penalize for failure
- Appearance of success/physical planet
- Find success and fuel it
- Create pathways
- Well-rounded, critically engaged
- Life-long learners
- Student centered
- Creates community
- Teachers are happy and stay
- Minimum number of bomb threats
- Well integrated with community
- % of graduates goes up, % of dropouts goes down
- Learns how to improve based on former students' success
- Enough funding to get the job done.
- Administration shares decision making with students
- Present pathway for faculty to communicate between GW and SHS
- Able to deliver, adaptable, accountable
- Global
- Affordable
- Data driven decisions - not trendy
- Will produce the above relationship with community, accountable.
- Has high school engagement
- Valued by community
- Parent/community friendly
- Green
- Safe
- Caring
- Well-staffed
- Consistent
- Able to deliver
- Adaptable
- Accountable

STUDENT SCHOOL IDEAS

OUR MISSION

To create a high school that is mixed with college opportunities and hands-on learning experiences, to make students more involved in the community, and to guide them in the right direction for a good job and successful life.

STUDENT SCHOOL IDEAS

- 4 years - Math, English, Science, Social Studies
- Learn about jobs
- Go to businesses in school
- Driver's Ed
- Lots of clubs at SHS
- Should have:

- Massage
- Cosmetology
- Fashion-animation
- Dr./dentist/veterinarian
- Culinary arts
- Café – place to relax
- Auto
- Media-radio station
- Transportation
- Non-traditional schedule
- Adult Ed
- Maintenance – fix houses
- Food for the needy
- Blood drives – give to the community
- Dress code
- Student run mall - rent space for businesses
- Round-expression of inclusion
- Elderly Care center
- Swimming pool and more
- Vision Statement for school

The Ideal School 100+ student voices

"The most important aspect of education is the teachers... Teachers need to be passionate about teaching. . ."

"Sanford could produce hard workers and passionate learners if it . . . focused on what's most important: the student's interests and strengths."

"...students should be able to help with the decisions around the school, or at least let us vote to help make a decision. All we want is to be heard."

"The school should be more active within the community."

"Expecting all kids to learn the same way is like dropping a bowling ball on your toe and expecting it not to hurt."

1. Instruction

- More options and freedom
- Career counseling
- Make-up classes on-line if absent
- Variety of teachers and learning environments
- Comfortable atmosphere for all learning styles
- More outside classes
- Mixture of lecture, hands-on classes; mixture of class lengths depending on discipline (student selected)
- Possibilities for one-on-one tutoring
- All teachers should hold study groups
- Promote independent study
- Night tutoring sessions
- Wide variety of classes, including comedy class, criminal justice, politics, leadership programs, dance, campus radio station, more foreign languages, equine program, student-created courses
- Students work with animals, children, elderly, handicapped
- More honors classes for kids who want to excel
- College "feel" to schedules
- Senior year should mimic a college setting, with student choice for a variety of courses
- Looping if requested
- Individual study space

Ch 4 Appendices DRAFT

Educational Visioning

- College classes taught in the high school
- More field trips to colleges before senior year
- Both computerized learning and individual communication with teachers
- Advance at own pace

2. Grading

- Weighted grades
- Teachers (like students) should be tested every year
- Students should be graded on how they improve
- Ability to re-take tests and quizzes
- Teacher evaluation forms taken seriously
- More consistent grading policies
- No grading - teachers write honest report four times a year
- Less weight on test grades – more on projects
- Projects - not busy work
- Not standardized curriculum
- Daily grading
- Projects in classroom (tests on-line)
- No tests or grading – each student would assess the benefit of taking the course before and after taking it
- Entrance exam and interview to assess the student's character and passion for learning

3. Leadership

- Students choose teachers
- Student committees that participates in administrative decisions
- Students have input in hiring/firing teachers
- Students teach class regularly
- Student and teacher/advisor "leader" (like peer leader/advisor)
- More student decision making
- Students and faculty should be the ones to create the new school
- Student privileges
- Culinary students assist in kitchen
- Wolf mascot
- Co-ed sports team

4. Organization

- Upper classmen don't need advisory – just need an advisor for periodic check-in
- Ability grouping
- Classes based on learning styles
- Choice of small, large, or group classes
- Real study halls – student choice
- Mixture of lecture and hands on (choose)
- Variety of teaching styles
- Work in team groups
- Choice of long or short classes
- No advisory – so you can fit in another class
- Shorter classes
- Get rid of confusing schedule
- Later arrival
- Learning communities
- Smaller class size

5. Community

- What we learn in class should also have to do with the community
- Community/ business members should teach classes in their field, and guest speakers from business community should give presentations

Ch 4 Appendices DRAFT

Educational Visioning

- “Involvement center”
- More internships
- Class trips to do community service
- Job training senior year

6. Class/Schedule

- Mon/Tues - academic days; Wed - internship; Th/Fri – student independent work time w/teacher/ facilitators
- Academic classes held every other day like a college schedule (M/W/F, T/Th) with internships on the off days
- Students should be able to loop - they can choose teacher
- Longer lunches or fewer kids per lunch period
- Five blocks a day (shorter classes/no advisory) – more credits, more quickly
- 9th to 10th grade core classes; 11th and 12th grade electives, college classes, internship
- Choice of class times (including evening)
- More 0 and 5th block academic courses
- Teachers teach progressively all 4 years
- Year round (8 weeks on, 4 off, or 4 on, 2 off)
- 1 week academic school – 1 week vocational – Junior year
- 4 day week
- Ability to take vocational classes without being an official vocational student

7. Space/Programming

- Computer Lab in every wing/printers in every classroom for every student, blogs, classes online
- A place to learn in nature (within building of campus)
- Wider hallways
- Writing/tutoring center
- Up-to-date technology
- Weight room
- Lunches – food court or open campus
- Recording studio, day care, open gym, culinary arts center, horse barn, livestock
- Small movie theater for student productions
- Pool
- Subject areas in wings
- Lockers in classroom
- Open campus
- Student lounge
- More space
- Auditorium
- Gazebo/Nature classrooms
- School garden
- NO PORTABLES

RELEVANCE

Futures Team members worked in teams to identify the most relevant issues outlined in the 21st Century Schools presentation. Here are their thoughts, by table team:

Team 1

- Project-based Learning
 - Team teaching
 - Multiple intelligences
 - Integrated learning (social/emotional)
 - Advisor/advisee with community
 - Rigor

Ch 4 Appendices DRAFT

Educational Visioning

- Relevance
- Relationships
- New classroom ideas and workspaces

Team 2

- Relevance and rigor and relationships
- Integrated career tech.
- Personalized Learning Plans (PLPs)
- Project-based learning
 - Virtual learning
 - Interdisciplinary learning

Team 3

- Learning pyramid
- Multiple intelligences in context with learning styles
- Relevance and rigor
- Virtual learning - dependent on "real" teacher interaction/relationships
- Interdisciplinary teaching - allow for flexibility (teachers and students)
- Team teaching - allow for flexibility (teachers and students)
- Advisor/advisee - most important is adult/student relationship (in conjunction with PLPs?). Differing roles- counselors, social workers, etc
- Teachers Planning Centers
- Small Learning Communities (SLCs) - essential
- Community in school - need connections between school and community, both directions
- New classroom ideas
- Integrated career tech
- Community Based Learning - Internships both early on and as Seniors (need community partners). Need to address social demographics of the community
- PLPs- Cost? Depending on project

Team 4

- Who is this for? How do kids in early grades know what they are interested in?
 - Space
 - Multi-disciplinary
 - Team teaching
 - PLPs: some go to college and others work.
 - Integrated career tech.
 - Futuristic thinking skills for future jobs
 - Relationships
 - Community

Team 5

We need to adopt a philosophy before we adopt a structure. Important are:

- Relevance-Rigor-Relationships
- Form follows philosophy (Daggett)
- Technology is at the forefront and accessible

Team 6

Number of member votes per issue:

	5	4	3	2	1	Comments
Learning Pyramid	5	2				
Multiple Intelligences	6	1				Voctech. programs are generally integrated. Is it necessary in
Relevance & Rigor	5	2				

Ch 4 Appendices DRAFT

Educational Visioning

Virtual Learning	3	2	2	
Interdisc Learning	4	2	1	
Team Teaching	2	4	2	
Advisor/Advisee	5	2		
Teacher Plan Ctrs	4	2	1	
Small Learn Commun	3	3	1	
Commun in Schools^	5	1	1	
Classrm Ideas^	5	1	1	
Integrated. Career Tech.*	6	1		
Community-Based Learning	4	1	2	
Project-Based learning	4	2	1	
Personal Learn Plans	3	2	1	1
Stdnt. Work Spaces	5	1	1	

academic programs?

General HS are picking up Voc.

HS/program ways.

Disc. Re: OM-team work.

S/W-no criticism during brainstorming.

Projects have unknown solutions,
not like worksheets

Students need to know how to access
more than have it.

We must teach things that don't
change.

Team 7

- PLPs
- Work ethic
- Job market
- Labor force
- Job skills
- Behaviors, attendance
- Interaction with others
- Build feeder system
- Company's business
- Owners spend good money to train workers
- Interdisciplinary learning
- Relevance
- Flexible scheduling

Team 8

- PLPs
- Learning pyramid
- Multiple intelligences
- Interdisciplinary learning
- SLCs
- Int. career-tech.
- Project-based learning
- Poverty: relationships needed

RELATIONSHIPS

Futures Team participants were asked: What are new ideas for CTE education in York County? What are the relationship issues between Great Works and the other schools in the county? Here is a sampling of the responses:

Concerning New Ideas for CTE in York County:

- Waiting list – How to eliminate?
- Look at new (capacity) programs: What region of businesses will be served? Just York County? Rochester? Out of state?
- How to integrate academics (SHS & CTE)
- SHS and CTE? 1? Which one?? Both??
- Will there be funding?
- Does this belong to Sanford or York County?
- State graduation requirements

Ch 4 Appendices DRAFT

Educational Visioning

- Be aware of the “strings” that come with funding (federal, state, local) sources – what do we have to do to meet their requirements?
- How does what we’re creating fit into current funding structures at state and local levels? What would have to change?
- Who do we service? All of York County or our eight current schools?
- How do we deal with students’ Special Ed needs?
- Preconceived idea of CTE
- Breakdown societal view of voc-tech
- Construction – must think outside the box and curriculum 20-30 years
- Sustainability
- Emerging technologies
- Political, legal, financial, schedule and calendar constraints
- Is GW going to be for Sanford (in Sanford) or more regionally located?
- How to keep pace with technological changes so curriculum is not out-dated quickly
- Does Sanford get higher state subsidy than more affluent York County school districts?
- Union/state law/school day versus hours

GW and SHS:

- Are we a sender or an owner?
- Will scheduling be aligned?
- If sending school won’t cooperate in scheduling, it appears we need a stand-alone school
- Who, ultimately, makes the decision of SHS or GW?
- What is the potential size of CTE? 1K? SHS/CTE – 1,900 +/- Too big?
- Staff at both schools need to have the same vision of education and have the time they need to work together
- K-6, JRHS and SHS need to communicate and better prepare students to make career decisions (academic & CTE).
- K-12 curriculum re: CTE/academic choices and responsibilities
- How are we going to “sell” the Great Works High School to Sanford folks?

G W and Partner Districts:

- Location, location, location
- Funding of building?
- Coordinating community and administration with sending schools.
- Coordinating student info (daily info) between schools.
- Can we charge tuition for full-time students (charter) and/or can we charge a fee for a portion of the school day program?
- How are we going to “sell” the Great Works High School to sending districts?
- Equity in access for York County students
- Challenges related to transportation
- Ego, competition, territorialism
- Could there be a stand alone CTE? Governance
- Should we redefine sports – fitness and recreation
- How to consider a central location: by geography or population
- How many more students will it serve (capacity?)
- Extra curricular activities-how does this work?
- Whose school is it anyway? (GW)
- Preservation of academic expectations and rigor - how do we do this?
- How do we include more emphasis on oral communication skills (examine time as a variable - 8 to 2 M-F?)
- Do we want to create a whole new system or just a new CTE school? One or two schools?
- What is the time frame?
- How green can the school be?
- How can distance ed. play a role in efficiency?
- Declining enrollment (capacity) with smaller incoming student population

Ch 4 Appendices DRAFT

Educational Visioning

GW and the Community:

- How will the facilities meet community needs?
 - The business community?
 - The Sanford community?
 - York County?

Relationships:

- Are we looking at one building or two facilities? Or a building within a building?
- What are the labor market indicators – who are we training for what? Maybe healthcare? What level of training?
- Location: Potential for more students
- \$ \$ \$ build – renovate – lease
- Outcome Options: More than one pathway
 1. Same - partner schools & CTE
 2. CTE-SHS diploma
 3. CTE-internal diploma option
- Standards drive the credit. Alignment between credit policies.
- Increase collaboration and communication between SHS and CTE (cooperation).
- Partner Schools:
 - Mixed message Sanford as an owner (governance & building). Sanford as a partner
 - Buy-in by superintendents/partners? Physical political
 - SAD 60
 - SAD 57 - not in consolidation issue
 - Sanford
 - Wells
 - York - in consolidation issue
 - Transportation
- Location: County, busing, business/stand-alone (buy in? fund?)
- Financing: public and private
- Administration & Staff & Board
- Curriculum *First – must do 1st. 2 years? 3 years? 4 years? Courses offered?
- Public Relations: for students (K6 and JRHS), parents, community
- Calendar. weeks/year
- Legislation
- Apprenticeships

WHAT DOES BUSINESS NEED?

Business leaders on the Futures Team were asked what business needs. Here are the responses:

- Dependable employees
- Common sense
- Good Communication skills
- Develop critical thinking
- Customer services/people skills
- Honest
- Flexible
- Current with technology
- Good family values
- Ethical
- Two-way street – so employees feel valued and perform better because of it
- Mentorship program
- Proficiency/accuracy in mathskills

Ch 4 Appendices DRAFT

Educational Visioning

- Appearance – no bellies/no thongs!
- Creative thinkers and the ability to follow through
- Organizational/planning skills
- Time management
- Ability to work alone and in groups
- Self-motivated
- Happy – like your work!
- Kids ready to go into the workforce:
 - Basic skills, communication skills, technology
 - Problem solving, human skills
 - Ability to learn - lifelong learner
 - Work ethic
 - On time
 - Accept responsibility
 - Drug-free
 - Confidence
- An understanding of what a high school diploma means
- An understanding of what the schools are required to do and the issues students face so we can deal with those issues as a community
- On-going training for the profession. Can schools do this in the amount of time they work with students?
- More applicants (qualified yes, willing to learn)
 - Eager
 - With something to contribute
 - Comfortable with technology
 - Knows how to learn, “can say I don’t know”
 - Social skills
 - Strong work ethics
 - Prepared to be a life-long learner
 - Global thinker
 - Good communication skills
 - Team member, both participant and teacher
 - Safety conscious
 - Extra mile
 - Honesty
- Skills specific
 - Operate milling machines, lathes, welders, grinding
 - Print reading
 - Shop math (+, -)
 - Writing – clear, concise (technical writing)
 - Measuring instruments
 - Ergonomics
- Skilled tradespeople
 - Masons
 - Electricians
 - Carpenters
 - Sheetrock folk
 - Plumbers
- People who can work as team members
- Dependable workers
- Work ethic
- People willing to change and grow and be life long learners
- Certifications
- More input to the educational process
- Motivated people

Ch 4 Appendices DRAFT

Educational Visioning

- Trained in skill set
- Creative learners/flexible
- Responsible people
- Understanding work etiquette/ethic/culture
- Problem solving skills
- Confidence; open
- Good communication skills
- Teachable
- Experienced
- Manners
- Snappy dressers!
- Dancing skills!
- Schools that cultivate learning environments
 - Industry endorsed curriculum
 - Demonstrated (measurable) skills
 - Behavior - willingness to work
 - Forward looking
 - Competencies in specific areas
- Leadership skills – effective team work and communication
 - Willingness to learn
 - Space in school for businesses to educate
 - World languages
 - Comfortable with cultural diversity
 - Technical writing and reading comprehension
 - Analytical thinking (problem solving)
 - Accountability
 - Educate not “train”
- Critical thinkers
- Dependable workers/responsible/punctual
- Personable/good communication skills
- Entrepreneurial thinking/spirit
- Flexible/self starters/self-motivated
- Positive attitude and self image
- Team player
- Willing and able to learn (life-long learner)
- Honesty/integrity
- Multi-task oriented
- Content skills-math, writing, technology, communications
- Know their limits/self-knowledge
- Moral values, common sense (influence of personal choices-internet-on reputation) health habits
- Confident
- Risk takers – question status quo and authority constructively
- Problem solver
- Innovative, creative, strategic
- Receptive to advice and feedback
- Maturity
- Open to others’ ideas – accept consensus

BUSINESS NEEDS: REVISITED

Futures Team members from the business community were asked to revisit their needs:

- Businesses could help support school financially. Labs at Pratt-Whitney
 - Good idea? (School rep.)

Ch 4 Appendices DRAFT

Educational Visioning

- Have schools isolated themselves?
- Sanford/Springvale Courthouse
 - Strong Junior Achievement
 - Teach business
- Coordination between business and schools has been lacking
 - Business willing
 - Want more contact
 - We are on the same page
 - Parallel paths need to converge
- Need to facilitate certifications
- Need areas of expertise guiding GW programs
- Advisory Boards - shift to get consolidated view from industry/business
- Advisory committees not enough business, wants contact with the kids
 - We can help
 - Schools need to reach out
- Building Bridges Program
 - 13 weeks
 - Linked education and business
- Business representatives willing to mentor students
- Business does not have time to figure out school needs
 - School needs to prepare
 - Set up business to be productive immediately
- What is commitment of schools to train workforce?

ROLE MODEL SCHOOL RESEARCH

Casco Bay High School:

- Teacher is coach
- Engaged learners
- Student is responsible for learning
- Expeditionary:
 - Project based
 - Outward Bound
 - Appalachia Habitat for Humanity
 - Boat building

MET School:

- Small schools
- Project learning
- Career clusters
- Internships 2 days/week businesses-institutions
- 120 kids/school
- PLPs
- Responsibility in student's hands
- Workshops and college courses
- Senior exhibit
- Three college applications required
- College credit for courses
- Spots at sending schools
- Transportation; some transportation to some jobs
- What does it mean to use a generalist teacher?









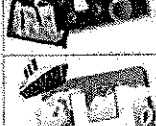


Ch 4 Appendices DRAFT






Educational Visioning

Oxford Hills Comprehensive High School:

- IT technical programs
- Seamless HS <-> CTE
- 9th and 10th teams-4 teachers
 - Teacher Planning Centers
 - Multiples of four
 - Heterogeneous groups
- 11th and 12th
 - More homogenous
 - Choice
 - New mission statement – social/emotional
 - Individual learning plan
 - HUMEX – English and Social Studies
- HUMEX design model community
- Technical program in building: much more collaboration
- Social culture change
 - Teacher Planning Center
 - 17 technical program

The 16 Career Clusters

 A griculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
 A rchitecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.
 A rts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
 B usiness, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
 E ducation & Training	Planning, managing and providing education and training services, and related learning support services.
 F inance	Planning, services for financial and investment planning, banking, insurance, and business financial management.
 G overnment & Public Administration	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
 H Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
 H ospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
 H uman Services	Preparing individuals for employment in career pathways that relate to families and human needs.
 I nformation Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.

 Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
 Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
 Marketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives.
 Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
 Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Sanford Regional Vocational Center

52 Sanford High School Blvd.

Sanford, Maine 04073

Fax: (207) 324-2957

Phone: (207) 324-2942

Roland H. Legere
Guidance Counselor

Deborah Guimont
Regional Director

Kathy Sargent
Guidance Counselor

Lyndon Keck, AIA LEED AP
49 Dartmouth Street
Suite 2
Portland ME 04101

Dear Lyndon,

During the last month, representatives of the Sanford Regional Vocational Center have presented the results of the Focus Groups to the partner school districts. The meetings were held accordingly:

November 5, Marshwood School Board

November 13, Noble School Board

November 19, Wells-Ogunquit School Committee

After the presentation each Committee/Board voted to endorse the application for the four year comprehensive Career and Technical School.

On September 9, 2008, a presentation was made to the Acton School Committee about the project. That committee also offered to prepare a letter endorsing the project.

On November 24, the Superintendent of Schools and Vocational Director from Sanford met with the Superintendent of School from Massabesic and the School Board Chair. Based on previous presentations to the Board the Superintendent and Board Chair prepared a letter endorsing the Sanford proposal.

Finally on November 24, Sanford School Committee voted to endorse the application for an Innovative Project.

Sincerely,



Deborah Guimont, Director

The Sanford Regional Vocational Center is focused on providing students quality technical training, career awareness and employability skills to effectively assist them in their career choices.

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 57

86 West Road, Waterboro, Maine 04087
Tel. No. 247-3221 / (207) 499-7576
Fax. No. (207) 247-3477

Frank Sherburne
Superintendent

William Brockman
Business Manager

November 24, 2008

Ms. Elizabeth J. St. Cyr, Superintendent
Sanford School Department
917 Main Street, Suite 200
Sanford, Me. 04073

Dear Superintendent St. Cyr:

Thank you for your letter of November 5, 2008 describing the vision developed by the Sanford School Department for The Great Works Career Technical Center and an innovative, integrated Grade 9 – 16 High School and Post Secondary School program.


Clearly, any initiative which improves educational opportunities for the youth of York County and stimulates them to move on to higher education and sustainable employment has the endorsement of Board of Directors for School Administrative District #57.

Massabesic High School is proud of its collaboration with Sanford regarding students attending the Sanford Regional Vocational Center and our partnership in N.J.R.O.T.C.

Further, as Superintendent and the MSAD #57 Board Chair, we are convinced that MSAD #57 needs to expand our program offerings and provide a more accessible and flexible program. With more opportunity and diversity, I believe we will experience more student interest beyond those that we are unable to serve at this time. In projecting the benefits of this plan, it will catch students early and reduce the current drop out rate. This prediction is based on student conversations when they leave school. These students indicated that their interests have not been engaged in our high school setting. By getting them into this program early, it will meet their needs and the Commissioners goal of have multiple pathways to achieving a high school diploma.

Best wishes in your application for this important process.

Respectfully,



Frank Sherburne
MSAD #57 Superintendent of Schools



Karla Bergeron
MSAD #57 School Board Chair

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 35
SOUTH BERWICK - ELIOT

180 Depot Road
Eliot ME 03903
Email: msad35@msad35.net
TEL 207.439.2438
FAX 207.439.2531

Jeffrey B. Bearden, Ed.D.
Superintendent
Email: jbb@msad35.net

Gail M. Sullivan
Assistant Superintendent
Email: gms@msad35.net

Randy T. Stewart
Business Manager
Email: rs@msad35.net

Carole A. Smith, Ed.D.
Director of Special Services
TEL 207.439.9197
FAX 207.439.8678
Email: cas@msad35.net

November 20, 2008


Elizabeth St. Cyr, Superintendent of Schools
Sanford School Department
917 Main St., Suite 200
Sanford, ME 04073

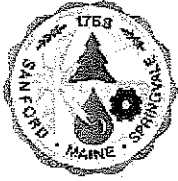
Superintendent Cyr,

It is with great enthusiasm that the MSAD 35 Board of Directors and Superintendent of Schools unanimously support the application for the construction of The Great Works Center and Technical School. If there is anything we can do to further assist in the process, please do not hesitate to ask.

Respectfully,


Helene S. Cass, Chair
MSAD 35 Board of Directors


Jeffrey B. Bearden, Ed.D.
Superintendent of Schools



Town of Sanford, Maine
Office of the Town Manager
919 Main Street, Sanford, Maine 04073
(207) 324-9173 Fax (207) 324-9124

Town Council

Joseph R. Hanslip, Chairperson
Maura A. Herlihy, Vice Chairman
Anne Marie Mastraccio
Gordon N. Paul
Bradford J. Littlefield
Kevin J. Chabot
Alan R. Walsh

Town Manager
Mark Green

November 18, 2008

Scott Brown, Director of School Facilities
Department of Education
23 State House Station
Augusta, ME 04333-0023

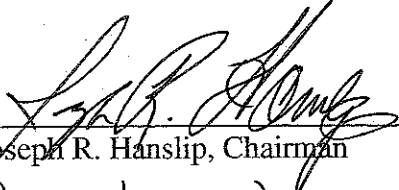
Dear Scott,

The Sanford Town Council would like to go on record as enthusiastically supporting Sanford High School's application for a Consolidated and Integrated Secondary and Post-Secondary Education Facility. For the past several years the School Committee has been working with citizens, members of the business community and with educational leaders to determine the very best direction in which to take the Sanford School System. This effort recently culminated in a four day visioning process that allowed interested citizens to share with the School Committee their dreams, fears and aspirations for our educational system. Members of the Town Council and Town Staff were invited to participate in this process and in fact several enthusiastically dedicated four full days to the effort.

The Sanford Town Council has been working diligently for more than six years to implement the many recommendations of our 2002 comprehensive plan. Among the goals of this plan is to strengthen and improve our educational system so that students graduating from Sanford Schools are ready to meet the many challenges of a demanding and complex world. We believe that the proposal being advanced by the School Committee for a Consolidated and Integrated Secondary and Post-Secondary Educational Facility will help us achieve this goal.

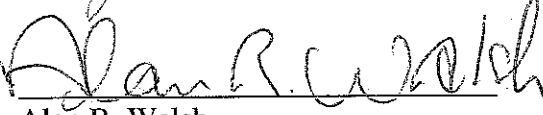
We hope that you will give this application favorable consideration and stand ready to assist in any way possible. Thank you for your consideration.

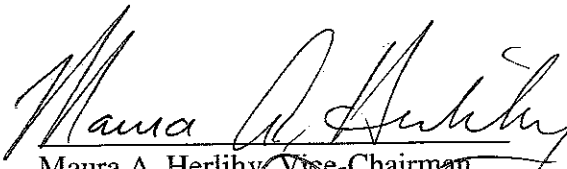
Sincerely,

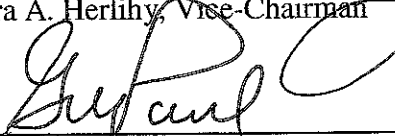

Joseph R. Hanslip, Chairman



Anne Marie Mastraccio


Bradford J. Littlefield


Alan R. Walsh


Maura A. Herlihy, Vice-Chairman


Gordon N. Paul


Kevin J. Chabot



Town of Sanford, Maine

Economic and Community Development

919 MAIN STREET, SANFORD, MAINE 04073

(207) 324-9155 FAX (207) 324-9124

Director of Economic Development

Les E. Stevens

November 25, 2008

Scott Brown, Director of School Facilities

Department of Education

23 State House Station

Augusta, ME 04333-0023

Dear Director Brown:

This correspondence is in support of Sanford High School's Application for a Consolidated and Integrated Secondary and Post-Secondary Education Facility. I have had the opportunity to work with education, civic, and business leaders from the very inception of the ideas and concepts for this facility. I have been overwhelmed with this group's hard work and dedication to the task of formulating an education plan grounded in the reality of our region's economy...both its opportunities and liabilities. So too have I been impressed with the group's cooperation with each other and their ability to look to the community's tomorrows rather than its yesterdays.

This application has the strong support of the business community including Pratt and Whitney, General Dynamics, Hussey Seating, and Applied Thermal Sciences. Business support is crucial if work force education and training is to succeed; this proposal has that private sector support and commitment. These businesses have joined together with Advanced Technology Education/Quality Employment Centers in preparation of becoming a training site for Southern York County. Virtual and long distance learning has been embraced. Articulation agreements, dual enrollment agreements, and on site courses will help assure that students from Southern York County have access to immediate post secondary education.

This plan uses Will Daggett research to create applied academics, advanced placement courses, extracurricular options and the start of a standards based high school completion at both Sanford High School and the current SRVC. The concept of career clusters has also been integrated into the proposal.

I have been struck by how well so many segments of our community have come together for a common vision and higher purpose that transcends mere individual needs. These sectors of our greater community include: students, parents, private sector employers, civic and political leaders, educators, and the media. All are dedicated to the proposition of marrying the characteristics of high school completion to success in post secondary education and ultimately the work force.

I have practiced economic development in Maine for over 30 years at the state, regional, and local levels including serving as a Commissioner of Economic and Community Development as a member of former Governor Brennan's cabinet. I also served as CEO of the Finance Authority of Maine. No issue is more important to the economic development of Maine and York County than the development of human capital--than the education and training of a skilled and technically proficient work force. I believe that Sanford's application advances this end. I support it 100% and without reservation. I trust that you will review this proposal with enthusiasm and favor. Help this community with the tools, and we will finish the job.

Sincerely,

Les Stevens

Director of Economic Affairs



University College Education Services
University of Maine System

November 19, 2008

Elizabeth St. Cyr, Superintendent of Schools
Sanford School Department
917 Main Street, Suite 200
Sanford, Maine 04073

Dear Superintendent St. Cyr,

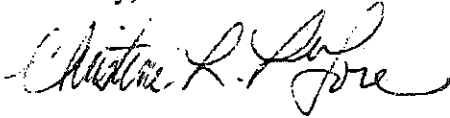
Thank you for giving University College the opportunity to write in support of the Sanford School Department's application to the Maine Department of Education for an innovative building project. There is no question that the co-location of Sanford High School and the Great Works Career and Technical Center on one campus will provide opportunities to realize significant cost savings while expanding programming for students in both schools: strong academic courses for students pursuing technical careers and real-world problem-solving opportunities for traditional college-bound students.

For more than twenty years we have enjoyed working closely with Sanford town and school officials to deliver post-secondary education opportunities to citizens in Sanford and the surrounding towns. That relationship has grown even stronger now that Sanford Community and Adult Education (SCAE) staff are under contract to support University of Maine system Interactive Television (ITV) students. SCAE Director Kathi Medcalf and her staff are doing a wonderful job welcoming our University students to their center, helping them master ITV and videoconferencing technology, proctoring their exams, and providing encouragement and moral support.

If there are sufficient numbers of students and available resources to justify offering onsite university courses in the Sanford area, we will be happy to work with the UMS campuses to provide course offerings either at the SCAE site or at the new location. York County advisor, Cindy Young, is available to work with students of all ages, to help them identify the courses and programs that will meet their needs – whether those courses are face to face or at a distance, in York County or elsewhere in Maine. She will continue to work with Sanford teenagers who qualify for the High School Aspirations program, helping them identify courses that will ease their entry to the college world.

Please keep us in mind as you continue your work on this project. The staff at University College in Saco is dedicated to bringing University of Maine System programming to as many York County learners as practicable. We look forward to continuing our productive, collaborative relationship with the Sanford School Department.

Sincerely,

A handwritten signature in cursive script, reading "Christine L. LeGore". The signature is written in dark ink and is positioned above the printed name and title.

Christine L. LeGore
Director of Distance Education

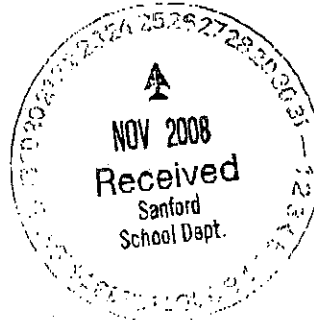
1931 Sanford Rd.
P.O. Box 1529
Wells, ME 04090



V: (207) 646-6071
F: (207) 646-6983
www.caron-eng.com

November 20th, 2008

Mrs. Elizabeth J. St. Cyr
Superintendent
Sanford School Department
917 Main Street Suite 200
Sanford, ME 04083



Dear Mrs. St. Cyr,

I would like to express my support and commitment to the Great Works Career and Technical School. As a business leader of a high technology engineering firm, I feel that it is imperative that this school be created to produce the future employees required by the businesses in Maine. As a former product of a technical high school in Connecticut, and an employer of graduates of the same program, I can't stress enough how valuable this type of education is to our business. After discussions with other business leaders I have confirmed that people coming out of these programs are even more highly sought after than ever before by the business community.

I also offer a commitment to work with the educators and administrators of this school to help guide the curriculum and to offer real world cooperative training in the fields that we are experts in. I travel all over the world and have firsthand experience in not only what our needs are but how we compete with other countries today and what will be needed in the future. In my opinion this school is not an option, it is a *necessity*.

If you have any further questions, please do not hesitate to contact me.

Regards,

CARON ENGINEERING, INC.

A handwritten signature in cursive script that reads "Rob Caron".

Rob Caron, PE
President
rcaron@caron-eng.com



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

JOHN ELIAS BALDACC

GOVERNOR

SUSAN A. GENDRON

COMMISSIONER

November 24, 2008

Betsy St Cyr, Superintendent
Sanford School Department
917 Main Street, Suite 200
Sanford, ME 04073

Dear Ms. St. Cyr:

I am writing in response to your letter to me of November 14, 2008, regarding your request for guidance with respect to two issues articulated below:

"Currently, the Sanford School Department through initiatives of Sanford High School, Sanford Regional Vocational Center and Sanford Adult and Community Education has: Early College enrollment agreements, University College Contract for ITV / Distance Learning College programs. Dual Enrollments at YCCC, SMCC, CMCC Husson and McIntosh Colleges. The issue here is, will this change with respect to the enclosed letter from Dr. Lyons?"

The second issue relates to the site selection and funding of a Creative One Time Integrated Gr 9 - 16 Educational Facility. It is our understanding that should the State Board select a project for funding under Resolve 223 / L.D. 2175, there would be a non-competing legislative directed funding stream, separate from the traditional MDOE Approved School Construction format. The issue here is Dr. Lyons' reluctance to support the project without a clear understanding of a secure funding mechanism. The issue is out of the control of the project participants and subject to funding from the legislature.

We cannot comply with Dr. Lyons' request for a "concrete proposal to address these key issues" because it is out of the scope of the project application."

The Resolve, which initiated refinements to Maine Department of Education Regulation Chapter 61, articulates very specific elements for the innovative proposal as well as the regulatory process and the funding.

Resolve, To Ensure Support for a Model of Consolidated and Integrated Secondary and Postsecondary Education

Sec. 1. Model of consolidated and integrated secondary and postsecondary education. Resolved: That the Department of Education shall recommend to the State Board of Education an innovative model of consolidated and integrated secondary and postsecondary education that includes facilities for:

1. A regional high school;
2. A fully integrated career and technical high school;
3. A higher education center that will provide courses and degrees from both the University of Maine System and the Maine Community College System; and
4. Centers of excellence that will provide industry-specific training; and be it further

Sec. 2. Criteria. Resolved: That the model selected pursuant to section 1 must:

1. Promote the development of a "one campus" design, where all facilities are located on one site, providing a streamlined and integrated learning experience for students of all ages;
2. Integrate and consolidate administrative responsibilities on the campus wherever possible, thereby reducing costs for overhead and shared functions;
3. Be located in a region with high schools whose consolidation would benefit future generations of students and provide reduced costs to the communities involved;
4. Have an advisory body that is integrated with the local economy, including the community involvement of students, citizens, business leaders, teachers, parents and organizations to promote both employment opportunities for students and citizens and a skilled workforce optimal for economic development; and
5. Serve as an example for other school districts and areas of the State; and be it further

Sec. 3. Emergency rules. Resolved: That, pursuant to the Maine Revised Statutes Title 5, section 8073 and not later than October 31, 2008, the State Board of Education is authorized to adopt major substantive rules on an emergency basis to amend "Chapter 61: State Board of Education Rules for Major Capital School Construction Projects" to ensure that an innovative model as recommended pursuant to section 1 can be implemented as soon as funds are made available. The emergency rules must be based on the criteria established in sections 1 and 2. The State Board of Education shall also file provisionally adopted rules by December 31, 2008 that amend "Chapter 61: State Board of Education Rules for Major Capital School Construction Projects" to ensure that an innovative model can be implemented as soon as funds are made available; and be it further

Sec. 4. Funding for construction. Resolved: That the Department of Education shall ensure that future construction funding for the comprehensive high school and career and technical high school portions of the model recommended pursuant to section 1 is included in the next available round of new school construction funding in this State. Notwithstanding the Maine

Revised Statutes, Title 20-A, section 15905, subsection 1, paragraph A-1 and not later than December 31, 2008, the Commissioner of Education shall recommend an increase in the debt ceiling effective in fiscal year 2011-12 to create a pool of available funds for the innovative model based on the criteria set forth in sections 1 and 2. Funds used for the innovative model selected pursuant to this resolve may not impact the funds that would normally be used for new school construction projects that are prioritized and selected under the current guidelines set forth in "Chapter 61: State Board of Education Rules for Major Capital School Construction Projects"; and he it further

Sec. 5. Deadline for selection of model. Resolved: That, not later than December 31, 2008, the Department of Education shall recommend, and the State Board of Education shall select, a qualified applicant to implement the innovative model pursuant to this resolve based on the emergency rules established pursuant to section 3.

The Resolve reflects that "the Commissioner of Education shall recommend an increase in the debt ceiling effective in fiscal year 2011-12 to create a pool of available funds for the innovative model based on the criteria set forth in Sections 1 and 2. Funds used for the innovative model selected pursuant to this resolve may not impact the funds that would normally be used for new school construction projects that are prioritized and selected under the current guidelines set forth in "Chapter 61: State Board of Education Rules for Major Capital School Construction Projects". Therefore, the funding is separate from the current school construction fund. Section 3 of the Resolve indicates that "an innovative model can be implemented as soon as funds are made available."

The State Board has completed the APA process and has adopted an emergency regulation for the innovative projects and has solicited applications for Department review in December. The "Department of Education shall recommend, and the State Board of Education shall select, a qualified applicant to implement the innovative model," pursuant to the Resolve. However, the implementation of the selected application is contingent on the securing of specific funding for the purpose. Therefore it is not possible for you to provide either a site selection or the funding to Dr. Lyons. As Jaci Holmes indicated to you on the phone last week, a letter from the Community College system could reflect the support of the project in the form of continuation of existing articulation agreements and early college initiatives.

I hope this guidance is helpful. I have also copied Dr. Lyons so that he might understand the implications of the Resolve and the manner in which he could support the proposal without opening an additional center.

Sincerely,


Susan A. Gendron
Commissioner of Education

SAG:kib

c: Dr. Charles M. Lyons, President, York County Community College
Ms. Deb Guimont, Director, Sanford Regional Vocational Center
Lyndon Keek, AIA, LEED^{AP}, PTD Architects
The Honorable Senator John Courtney
Scott Brown, AIA, LEED^{AP}, Director of School Facilities, Department of Education

123rd Legislature
Senate of
Maine
Senate District 3

Senator Jonathan T.E. Courtney

3 State House Station
Augusta, ME 04333-0003
(207) 287-1505

31 Birchwood Lane,
Springvale, ME 04083
(207) 324-5467

November 6, 2008

Scott Brown, Director of School Facilities
Department of Education
23 State House Station
Augusta, ME 04333-0023

Dear Scott,

I am writing in support of Sanford High School's Application for a Consolidated and Integrated Secondary and Post-Secondary Education Facility. I have had the opportunity to participate in the visioning of this proposed facility and I have been extremely impressed with the diligence and the cooperation of the business leaders and school officials as they have put together a plan to meet the educational needs of our students and our community for the 21st century.

Sanford's proposal has strong support from many businesses including Pratt Whitney, General Dynamics, Hussey Seating, and Applied Thermal Imaging. This commitment from the business community will be necessary to attract and train quality workers. They have joined with Advanced Technology Education /Quality employment Centers in preparation of becoming a training site for industries in Southern York County. Through participation in the RUS grant, they will be able to upgrade their virtual (distance) learning connections to post secondary education. The numerous articulation agreements, dual enrollment agreements, and on-site course offerings will assure that students in Southern York County have access to immediate post secondary education.

Under their plan, Sanford High School and the current SRVC will use the Will Daggett research to create venues in both facilities for applied academics, advanced placement courses, extracurricular options and the beginning of a standards based approach to high school completion, including the implementation of career clusters.

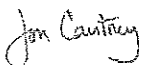
The advisory board, also known as the Futures Team, composed of business/industry employers, students, parents, legislators, community members, city council planners and educators have identified the qualities that students should have upon high school completion in order to be successful in post secondary education and future employment. The student voice was presented as students advocated for a "green school concept", project based learning, entrepreneurial learning and instruction guided by personalized learning plans.

As you know, the largest student population of Southern York County is located on the Sanford/ North Berwick town lines adjacent to Route 4. In addition, the geographic labor force center of Southern York County is located in south Sanford adjacent to North Berwick. Providing a comprehensive 9-16 facility in Sanford to serve this population will allow students access to higher educational opportunities and serve as an economic stimulus to this region of York County.

I hope you will view Sanford's application with favor.

Thank you for your consideration.

Sincerely,



Jon Courtney
State Senator



HOUSE OF REPRESENTATIVES

2 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0002

(207) 287-1400

TTY: (207) 287-4469

John L. Tuttle, Jr.

176 Cottage Street

Sanford, ME 04073

Residence: (207) 324-5964

November 18, 2008

Elizabeth St. Cyr
Superintendent
917 Main Street
Suite 200
Sanford, ME 04073

Dear Superintendent Cyr:

I am writing to enthusiastically support the Sanford School Committee's application to the Maine Department of Education as an innovative building project. Community members, school board members and staff from the technical and high schools have worked tirelessly to create a new model school for the region.

The proposed model will incorporate two schools, the high school and technical center, on the same site. Locating the Great Works Career and Technical School on the same campus as the high school will enable students at the technical school to easily access academic courses such as advanced placement or foreign language classes.

As the House Chair of the Legislature's Labor Committee, I fully understand the critical importance of providing our students with an excellent education for their future employment prospects. These changes in education in Sanford will benefit not only students, but should also provide local businesses with a better prepared workforce.

Please feel free to contact me if I can be of further assistance in your efforts to move this project forward.

Sincerely,

A handwritten signature in dark ink, reading "John L. Tuttle Jr." with a stylized flourish at the end.

John L. Tuttle, Jr.
State Representative

123rd
Maine
Legislature

November 18, 2008

Scott Brown, Director of School Facilities
Department of Education
23 State House Station
Augusta, ME 04333-0023

Dear Scott,

As York County Legislators, we are very excited about the possibility of a Consolidated and Integrated Secondary and Post-Secondary Education Facility at Sanford High School. We have participated in the preparatory meetings for this proposal with the Sanford area education and business leaders and can see the far reaching potential this school will have meeting the needs of our students and our businesses in this rapidly growing area. As you may know, York County realized a population increase of 8.3% from 2000 to 2006 and demographics show York County with a higher percentage of children under 18 than the state average.

To meet this expanding population, it is essential that we have not only the best possible schools but the access to technology and training that will allow our graduates to compete in this new global economy. Providing a comprehensive model for a consolidated school that will offer a fully integrated career and technical education will enable students to graduate ready for work and the centers of excellence will help provide York County businesses with a highly trained workforce.

Sanford has done its due diligence in putting together a proposal that meets the State Board's criteria while accommodating the special needs of York County. We were so impressed with the commitment from the area businesses such as Pratt Whitney, Hussey Seating, General Dynamics, and Applied Thermal Imaging. By partnering with Advanced Technology Education /Quality Employment Centers, this new facility will become a much needed training site for industries in Southern York County.

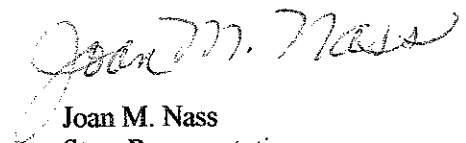
We realize that funding for any new school construction is going to be a challenge in these tough economic times. That is why it is critical that the project you select achieves the intended outcomes and we believe that Sanford will not only meet expectations but serve ably as a pilot program for future sites across the state.

Thank you for your consideration.

Sincerely,



Richard A. Nass
State Senator
District 2



Joan M. Nass
State Representative
District 144

From: Andrea Boland [mailto:sixwings@metrocast.net]
Sent: Friday, November 21, 2008 4:16 PM
To: Betsy StCyr
Subject: Works Career and Technical School

Superintendent Elizabeth St. Cyr
Sanford Public Schools

Dear Betsey:

I'd like to offer whatever support I can to help move along this project. I think it is of the utmost importance, particularly at this time of job losses in the area paired with the very seriously urgent pleas of strong, major industry leaders to bring them people educated in the trades and career fields. I spoke with people from General Dynamics, Pratt & Whitney, the shipyard in Kittery, and people from smaller but equally strong businesses who all were worried about their ability to do business, and even remain in the area, without being able to employ skilled workers. I even met one at his door when I was campaigning; he spoke earnestly about the need. They are hiring now, so it is my hope that this can move very quickly, even if in some transition format, so that we do not fail these important corporate citizens, as well as our students.

As you know, I attended all the visioning meetings, and was extremely impressed by the level of thoughtfulness, enthusiasm, and desire for inclusion of various populations in the scheme of the school. The talk of 24-hour education to meet the needs of displaced workers, as well as workers needing updating of skills was particularly interesting to me. The plan to combine resources, such as common areas and incubator centers, maximizes the use of bricks and mortar, and the planned presence of space for representatives of businesses and colleges to interact with students will be a great boon to promoting a sense of the possible for students, whether in higher education or in transitioning immediately into the work force. I believe this level of integration of the two schools will be beneficial to the college bound student who will want the balance of some education in technical and career skills, and to the career student who sees the need for some classes offered only in the traditional high school. By making them both distinct and cooperative, I think you have hit on an exciting model, and one that is likely to be the model others follow.

Thank you for including me in the visioning team. I am heartily encouraged by staff, business, and community investment in this.

Very truly yours,

Rep. Andrea Boland

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November 10, 2008



Elizabeth St. Cyr
Superintendent of Schools
917 Main Street, Suite 200
Sanford, ME 04073

Dear Mrs. St. Cyr:

As President of The Sanford/Springvale Chamber of Commerce and Economic Development, I fully support the Sanford School Committee's application to feature two schools on the same campus.

The Sanford/Springvale Chamber has been a partner for many years with the Sanford Regional Vocational Center.

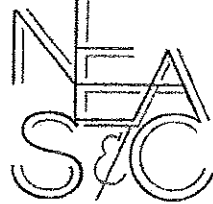
Many of our business members have been advisors for vocational programming and have supported the programs financially.

This partnership between business and the Great Works Career and Technical Center is crucial for the continued training of York County's workforce. This new model proposing two schools on the same campus is an innovative approach and a step forward with sharing resources and serving the students and businesses of our area.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard L. Stanley". The signature is fluid and cursive, with a large initial "R" and "S".

Richard L. Stanley
President



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON TECHNICAL AND CAREER INSTITUTIONS

Commission Chair
JOSEPH H. CROWLEY
Director
Warwick Area Career and Technical Center
Warwick, RI 02886

November 12, 2008

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Deborah P. Guimont
Director
Sanford Regional Vocational Center
52 Sanford High School Blvd.
Sanford, ME 04073

Dear Ms. Guimont:

I write to inform you of deliberations at the November 6-7, 2008 meeting when the Commission on Technical and Career Institutions reviewed the evaluation report of its fifth-year focused visiting committee dated March 31 - April 2, 2008, and voted to continue accreditation of Sanford Regional Vocational Center. The Commission's decision to continue accreditation confirms compliance with accreditation standards and does not require further action by the New England Association of Schools and Colleges Board of Trustees.

The Commission noted, during its deliberations, the following commendations:

1. A total of 87% of the recommendations from the decennial report are identified as completed or in progress.
2. The implementation of a safety committee to address the elimination of safety hazards and making adjustments to reflect a healthier and educationally conducive environment.
3. The addition of new technical programs at Marshwood and Noble High Schools.
4. An initiative has been undertaken that could result in a four-year technical high school, including an academic component.

5. The addition of a guidance counselor to monitor non-Sanford High School students.

The Commission confirms the report of the focused visiting committee and makes the following recommendations:

1. Address issues connected with the electrical system.
2. Post an emergency egress floor plan in every room.
3. Reduce the amount of surplus materials stored in numerous locations.
4. Discontinue the practice of using space in the Center for Sanford High School programs.
5. Provide a secure cabinet for student records.
6. Develop a procedures to lock doors and entrances to limit traffic through the Center.

The next comprehensive review for Sanford Regional Vocational Center is scheduled for the Spring 2013. Effective September 2003, institutions will now be charged an evaluation fee for comprehensive visits which will be equal to your institution's dues at the time of the visit. As for any visiting committee, the institution will assume all costs in support of the visit. In the meantime, you are requested to keep the Commission informed of any substantive operational changes that may affect adversely the school's compliance with Commission on Technical and Career Institutions Standards of Membership.

We sincerely hope that our continuing accreditation relationship with Sanford Regional Vocational Center assists in improving your school's ability to serve its students and its region with strong and effective technical education programming.

Sincerely,



Paul Bento

PB/co
Enclosure

c: Joseph H. Crowley, Commission Chair
James G. Brosnan, Visiting Committee Chair

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON TECHNICAL AND CAREER INSTITUTIONS

Fifth-Year Focused Visit

March 31- April 2, 2008

Dr Jim Brosnan, Chairperson
Johnson & Wales University
8 Abbott Park Place
Providence, RI 02903

James Ball
Norwich Technical High School
590 New London Turnpike
Norwich, CT 06360

Hazel Henderson
Capital Area Technical Center
40 Pierce Drive
Augusta, ME 04330

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INTRODUCTION

Sanford Regional Vocational Center is situated in Sanford, ME on Route 109. This center was built in 1970; four hundred ninety-four students are enrolled in the day program. The minority population is less than 1%. Thirteen occupational programs are available to day students

The most recent decennial evaluation of the school took place in May 2003, when a team of educators assembled by the New England Association of Schools and Colleges visited the school to conduct an extensive evaluation of the school and its programs. That team compiled commendations and recommendations for the staff at Sanford Regional Vocational Center to review and address consistent with NEASC policies and procedures. Following a review by the Commission on Technical and Career Institutions, a vote was taken by the Commission to continue accreditation with a Two-Year Progress Report due in October 2005, and a Focused Visit to take place in the Spring of 2008.

In preparation for the Fifth-Year Focused Visit, the staff at Sanford Regional Vocational Center prepared a thorough report detailing the status of each recommendation contained in the 2003 evaluation report, as well as in the 2005 Two-Year Progress Report. The Fifth-Year Focused Visit took place in April 2008, and was conducted by a team of three evaluators assembled by the Commission on Technical and Career Institutions. The team conducted its evaluation through a review of documents submitted in the report, interviews with administrators and other key personnel in the school, representatives of the student body, and many faculty members.

The Focused Visiting Committee visited all shop areas and briefly observed the conduct of classes and the general appearance and layout of each teaching area. The team interacted with faculty and students throughout the visitation. This tour and other observations throughout the visit were sufficient for the team to gain insight into general maintenance, cleanliness, and operation and organization of most instructional programs.

The Focused Visiting Committee is grateful for the hospitality extended by the students and staff at Sanford Regional Vocational Center and for the cooperation extended during the visitation. Physical accommodations at the Hampton Inn and workspace at the school were appropriate. Students and members of the school staff extended the team courtesy during their visit.

SIGNIFICANT CHANGES AT SANFORD REGIONAL VOCATIONAL CENTER

The Fifth-Year Focused Visit Report identifies the following items as worthy of mention:

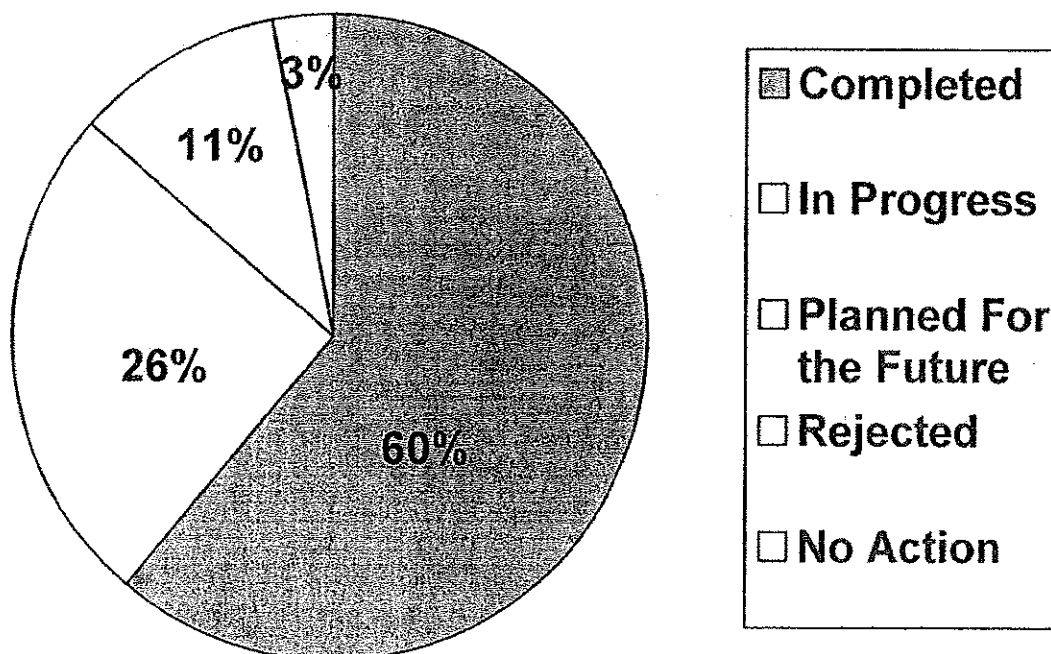
- The Center hired a new director, a year after the initial NEASC visit.
- An additional Health Occupations Program is offered in space provided by Marshwood High School.
- A career exploratory program was initiated at Noble High School in the Fall of 2007.
- An Electrical Wiring Program was added at the Sanford site in the fall of 2007.
- Graphic Communications was realigned into two programs: Graphic Arts and Digital Design.
- Cooperation Education was restructured to include a component for at-risk students at Sanford High School.
- An initial study was undertaken for a new initiative entitled "The Great Works Career and Technical Center" which would create a four-year technical high school including the academic component.
- Another Guidance Counselor was added who monitors all of the students attending throughout the region who are not Sanford High School students.

DISPOSITION OF VISITING COMMITTEE RECOMMENDATIONS

The Visiting Committee to Sanford Regional Vocational Center identified a total of 173 recommendations in the evaluation report compiled in February 2008. The statistical information contained in the Fifth-Year Focused Visit Report completed in the Fall of 2007 indicates the disposition of each of those items.

The Focused Visiting Committee has reviewed the recommendations and the school's responses and believes that the school has done a commendable job of addressing the areas of concern. The administration and staff have approached the task with seriousness and thoroughness.

A graphic representation of the disposition of each item is illustrated below and on the following page.



PART THREE
STATUS OF VISITING COMMITTEE RECOMMENDATIONS

Educational Component	Completed	In Progress	Planned for the Future	Rejected	No Action	Total per Component
School & Community	2	2				4
School Philosophy & Goals	4	1				4
Educational Program	3	4				7
Automotive Technology	9	1	1		2	13
Building Trades	5	3				8
CAD/ Drafting	4					4
Cooperative Education	3	2				5
Electronics	4		2			6
Environmental Science	3	1				4
Graphic Communication	5		2			7
Health Occupations	2	2	4			8
Information Technology	4	1				5
Machine Trades	4					4
Media Communications	6	2			2	10
Welding	7	3	1			11
Educational Media Services	2	2	1			5
Student Services	4	3	1			8
Student Records	2		1			3
School Staff	3	2		1		6
Administration	7	2				9
Finance and Business Operations	5					5
School Facilities	16	11	3			30
School Atmosphere	2	3	2			7
Total by Category	106	44	18	1	4	173
Percentage of Total	61%	25.5%	10.5%		3%	

DISPOSITION OF VISITING COMMITTEE RECOMMENDATIONS

The Commission agrees with the review of the report by the Commission Reactor Team and makes the following recommendations:

Recommendations from December 4, 2003

1. Immediately address the numerous safety concerns identified in the report.

Although many safety concerns have been addressed, many areas lack emergency egress floor plans and several fire extinguishers lacked appropriate signage

2. Develop more effective lines of communication between administration and staff

The director states that there are biweekly staff meetings. Faculty didn't agree and the director was unable to find minutes for many of these meetings.

3. Provide relief from routine day-to-day tasks for the Director so that he/she might concentrate on articulating a vision and accomplishing goals for the Center.

The director stated that it was her choice to add an additional counselor in lieu of having an assistant administrator.

4. Develop a plan to more effectively collect, analyze, and report data typically utilized in secondary technology schools.

Life Track is being used.

5. Develop a short and long-range plan to address inadequate space for programs as noted in the report.

The short-range plan for programs is to have them at sending schools where the director has little control of outcomes. The art room (size of two shops) in addition to another large area are used by the high school. The space is in the Center and should be used by the Center for programs. The long-range plan is "Great Works and Technical Project".

6. Align curriculum with the SIS Program

Faculty is being encouraged to utilize this program.

Sanford Regional Vocational Center

7. Provide more readily accessible school health services to Center students.

A Nurse's Assistant has been added to the high school staff to improve medical coverage at the Center.

8. Undertake a CTCI self-study process for the two satellite programs.

When the director was asked about the CTCI self-study, she said the programs were evaluated when those schools were evaluated by CPSS in 2006 at Noble High School. The director was informed that the self-study must be done for CTCI.

9. Aesthetically improve the entrance to the Center.

Nothing has been done to aesthetically improve the entrance. The director indicated that adding a canopy would create a plowing issue. Obviously, shovels are not an option.

1. The commissions requires that its member institutions engage in effective planning and assessment practices. We are particularly concerned that the schools we accredit adopt an assessment model designed to provide feedback to improve the effectiveness of teaching and learning at the school. We will, therefore, be looking for evidence of the planning, implementation and assessment on effectiveness of the learning process.

More work should be done in this area. The school is utilizing "Great Works". All school improvement initiatives have been assembled in a binder housed in the Director's Office

2. An educational technology plan should be developed which addressed the maintenance and replacement of equipment required to meet curriculum objectives. We are particularly concerned about the appropriate integration of information technology with the school's curriculum. We suggest a portion of this plan should be devoted to the needs of the school relative to its buildings and grounds. This part of the plan should anticipate maintenance and construction projects.

There is a five-year plan in place.

Recommendations from Nov 16, 2004

1. Continue efforts to align curriculum with the Student Information Systems project.

Curriculum continues to be aligned with SIS. Work is underway for the Residential Wiring program.

2. Develop and implement an in-house professional improvement plan.

The in-house plan is a combination of summer grants and state offered

Sanford Regional Vocational Center

professional development opportunities.

3. Continue efforts to more effectively collect, analyze, and report data typically utilized in secondary technical schools.

Accuplacer is provided at Southern Maine Community College for every student. Scores are sent to sending schools.

4. Develop and implement a vocational exploratory program.

A career exploratory program was initiated at the Noble High School site in the Fall of 2007.

Recommendations April 12, 2005

1. Continue the plan to collect and analyze graduate follow-up data.

LifeTrack is being used by the Guidance Department for graduate follow-up.

2. Continue efforts to acquire additional space for the Center.

Long-range plans include an independent technical school with its own academic offerings. At this point shop areas used by the high school should be returned to the Center for expansion of programs.

3. Provide more readily accessible school health services to Center students.

The high school has hired an assistant for the Sanford RN; thus, providing more coverage.

Recommendations November 18, 2005

1. Continue to study the feasibility of adding nursing time in the future.

The school continues to study this recommendation.

PHILOSOPHY AND GOALS / SCHOOL AND COMMUNITY

Sanford Regional Vocational Center has developed strong connections with the community as evidenced by the support of "Great Works". Their advisory boards advise and support individual programs. This advice and support is based on adequate and timely information as to workforce and job development demands or job market trends, technological developments, training alternatives and other factors affecting the programs. Many local business people contribute time, expertise, and donate equipment toward the advancement of the programs.

The center has several student-centered programs within the school which promote community relations such as the Environmental Science program which beautified the entrance to the high school. Many service opportunities are provided for the community throughout a number of shops.

The school has a clearly stated philosophy supported by core values and is designed to meet the individual needs of the students and the community. The development process for this document involved Sanford Regional Vocational Center instructors and administration.

Sanford Regional Vocational Center works very hard to meet the goals of their philosophy statement. Teachers are committed to helping each student reach his/her highest potential. Students are active participants in their education; they are asked not merely to digest what the teacher feeds them, but they are encouraged to explore, and evaluate their own work. This was evident through the observation of students and staff.

SCHOOL STAFF AND ADMINISTRATION

The visiting committee found the school staff to be competent, knowledgeable, and dedicated to training students in their respective trade areas. The director is forward thinking and open to innovative ideas and programs as evidenced by her promotion of the "Great Works" project. The Focused Visiting Committee finds a common vision shared by technical staff and administration.

Since the decennial visit, the administration has instituted new technical programs in Residential Wiring in Sanford and added Culinary Arts and Early Childhood programs at Noble High School in North Berwick and an additional Health Occupations group at Marshwood High School in South Berwick. Perhaps one of the most impressive characteristics of the administration is the direct involvement with students. The Director greets non- Sanford High students as they enter and leave the building.

The faculty is also very dedicated to having students excel to their highest potential as evidenced by the involvement of students in regional and national Skills USA competitions.

SCHOOL FACILITIES / PLANT & EQUIPMENT

The Focused Visiting Committee toured the Sanford Regional Vocational Center and had a number of opportunities to visit and observe various programs and activities throughout the facility. The Center has not initiated security precautions necessary in today's culture to limit unauthorized access to the building and subsequently to individual technical areas.

Given the age of the building, the school and program areas are maintained at functional levels with several previously identified safety issues corrected, some in the process of being corrected, and others that do not meet the Standards of Membership. All maintenance is under the direction of the Sanford school system. The Center does not have its own maintenance staff.

There has been a sincere effort (i.e. implementation of a safety committee formed in the Fall of 2007) to address the recommendations noted in the previous visit such as eliminating numerous safety hazards and making adjustments that are reflected in a healthier, educationally conducive environment. Major issues that need to be addressed are reconfiguration of electrical systems, reallocation of space to alleviate area overcrowding, removal of initial construction hazardous materials, and other environmental concerns.

An overall reduction of surplus materials stored in numerous locations would increase the functionality of the building.

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON TECHNICAL AND CAREER INSTITUTIONS**

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STANDARDS OF MEMBERSHIP
Secondary Technical Schools
and
Secondary Applied Technology Centers

Standards of Membership as established for secondary technical schools and secondary applied technology centers are primarily qualitative and are applied to both individual academic or technical programs and the institution as a whole. In making recommendations concerning candidacy or initial accreditation and decisions on continued accreditation, the Commission bases its judgments on the nature and purposes of the school, the appropriateness of its philosophy and goals in terms of the school's structure, the degree to which its objectives are realized with particular emphasis on the effectiveness of teaching and learning, and the school's compliance with the Commission's Standards of Membership.

In the application of Standards to secondary technical schools or secondary applied technology centers, the Commission may occasionally develop footnotes that are printed as Interpretive Guidelines with reference to a specific Standard.

<p>1. SCHOOL PHILOSOPHY AND GOALS EXCELLENT</p>

- 1.1 The school has a separate, clearly stated philosophy which is approved by the staff, administration, and governing board; supported by definite, stated goals; and designed to meet the individual needs of students and their communities.
- 1.2 The philosophy and goals have been cooperatively developed with students, staff, administration, and community participation and are subject to periodic review.
- 1.3 Institutional philosophy and goals are subject to continuous review to ensure relevance.

- 1.4 The Philosophy and Goals are stated in the school's publications.

This center has a clearly stated philosophy which meets the individual needs of the students and the community.

<p>2. SCHOOL AND COMMUNITY RELATIONS GOOD</p>

- 2.1 The school has a planned program of school and community relations to promote appropriate communications and interaction.
- 2.2 The professional staff is encouraged to establish communication links with the community, business, and industry.
- 2.3 The community participates in program and curriculum development through a formal advisory program.
- 2.4 An effective program to inform individuals of the educational opportunities available at the school is implemented.
- 2.5 The school's program reflects the effective, continual use of community resources, including agencies, organizations, individuals, facilities, and business/industry.
- 2.6 There are opportunities for parental involvement at the school.
- 2.7 The school provides bridging services between business/industry and the K-14 school program.

The Center has links with community organizations and businesses. The importance of their mission is demonstrated by their community support for additional programs and eventually with state funding the creation of a stand alone school similar to the Massachusetts and Connecticut models. Some program expansion has occurred, but additional programs are stymied in a setting where extra space is utilized by the high school. New programs are housed in sending schools, but lack the supervision and direction possible if they were "under the same roof".

<p style="text-align: center;">3. EDUCATIONAL PROGRAM GOOD</p>
--

CURRICULUM

- 3.1 The school offers a carefully planned curriculum which is consistent with its mission and which reflects the needs of students, the community, and business/industry.
- 3.2 Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)
- 3.3 The program design guarantees that every student regardless of gender, race, ethnicity or disability is offered a quality education.
- 3.4 Each course of study has a scope and sequence within an area of technology.
- 3.5 To ensure that an integrated program is operational and that program objectives are met, adequate time is provided in the following areas: Applied Academics, Technical Education, Student Services, Student Support Services, Student Activities, English as a Second Language, and Bilingual Education.
- 3.6 Curriculum design creates opportunities for the student to understand educational expectations and to receive recognition for achievement, and gives guidance to improve performance.
- 3.7 Technical programs are competency-based education identifying specific duties and tasks.
- 3.8 The program design provides for identification of expected student performance and learning outcomes in applied academic and technical programs.
- 3.9 The equipment used in the technical programs adequately supports and enhances all aspects of the educational program, and is maintained to ensure an environment that is healthy and safe for all.
- 3.10 Co-curricular activities are provided to enhance the students' leadership skills, self-esteem, and career awareness.
- 3.11 The school encourages innovative and experimental programs designed to serve the needs of students and to contribute to the school's stated mission.
- 3.12 Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

INSTRUCTION

- 3.13 The design of the instructional program reflects the mission of the school.
- 3.14 Strategies provide for the integration of academic and technical instruction.
- 3.15 The design of the instructional program includes the use and availability of technology.
- 3.16 The application of computers is integrated within the technical instruction program.
- 3.17 Learning resources required to implement the instructional program are available and utilized.
- 3.18 Faculty and staff demonstrate creativity and initiative and use a variety of resources in the delivery of instructional programs.
- 3.19 Instructional materials address a variety of learning styles and ability levels.
- 3.20 All technical programs provide safety instruction, instruction in hazardous chemical awareness (material safety data sheets), and written and applied safety testing.
- 3.21 Individual Education Plans are implemented and maintained on file for each special needs student.

EVALUATION

- 3.22 Student assessment measures have been established and utilized to measure the attainment of expected performance levels.
- 3.23 An evaluation of the assessment of student performance is reviewed periodically to measure student achievement and to improve curriculum.
- 3.24 A systematic program review is conducted periodically to guarantee effective program design.

Structure is not evident in all programs at the Sanford site. It could be more systemically organized and accountable to the Director. Only a small sampling of Advisory Board meeting minutes was available for viewing.

4. EDUCATIONAL MEDIA SERVICES

N/A

Mission

- 4.1 The institution makes available the library and information resources necessary for the fulfillment of its mission.
- 4.2 The published mission and objectives of the library are consistent with those of the institution.

Outcomes Assessment and Planning

- 4.3 The library continuously and systematically evaluates its effectiveness by identifying outcomes consistent with its mission, gathering data to measure those outcomes, and using that data to improve library resources, instruction, and services.
- 4.4 The library's outcomes assessment process reflects and contributes to institutional planning.
- 4.5 The institutional outcomes assessment plan includes components outlining the role of the library and information resources in maximizing student learning and institutional effectiveness.

Teaching and Learning

- 4.6 The library staff is integrally involved in the teaching and learning of the institution.
- 4.7 The institution provides opportunities and demonstrates that library staff and faculty collaborate to: ensure that materials and services support curricula/curriculum frameworks; integrate information literacy into the learning process; assess the effectiveness of teaching and learning; and use information gathered to develop a plan for curricular and instructional improvement.
- 4.8 The library provides orientation and instruction in the use of resources which develop skills enabling users to become lifelong learners with the ability to locate, select, evaluate, organize, apply, and present information effectively.

Resources and Access

- 4.9 The institution ensures that students use library resources as an integral part of their education.

Sanford Regional Vocational Center

- 4.10 Resources and services are readily available to the learning community wherever programs are located or however they are delivered.
- 4.11 These resources (i.e. collections, technology, and services), owned by the institution or guaranteed through formal written agreements, are appropriate in quality, level, scope, diversity, quantity, and currency to support and enrich the institution's mission.
- 4.12 Cooperative relationships and access to external resources are encouraged as a means of complementing rather than substituting for the institution's own adequate and accessible collection and services.
- 4.13 In addition to curriculum support, the library provides materials that support faculty teaching and the intellectual, cultural, and personal development of the community.
- 4.14 Faculty, staff, students, and administration participate, through formal and informal means, in the development, assessment, and improvement of library services and collections.
- 4.15 The library has a written policy governing the selection and deletion of all materials.
- 4.16 The institution demonstrates that the library's hours of operation meet the information needs of students, faculty and staff.

Staff

- 4.17 The institution demonstrates that staff size is appropriate to serve effectively the learning community.
- 4.18 Library staff is credentialed and/or professionally and educationally qualified to support the teaching and learning mission and goals of the institution.
- 4.19 The institution clearly defines the responsibilities of library personnel and provides evidence that opportunities for ongoing professional development are pursued by staff.

Facility and Environment

- 4.20 The institution provides accessible facilities with a welcoming atmosphere that encourages inquiry, study, and learning among students, faculty, and staff.
- 4.21 The physical layout includes multiple-use space accommodating individual and group study.

Sanford Regional Vocational Center

- 4.22 The overall size of the library supports the teaching and learning of the institution, including space for efficient use of collections, staff operations, storage, and administrative and educational technology.
- 4.23 The library facility and equipment is up-to-date, properly maintained, repaired in a timely manner, and secured.

Financial Support

- 4.24 The institution provides sufficient and consistent financial support for staff, collection development, instructional resources, and the maintenance and enhancement of facilities, technology, and equipment.
- 4.25 The library staff participates in the development of the institution's annual budget.

5. STUDENT SERVICES GOOD

ADMISSIONS

- 5.1 Written policy outlines the process for determining student enrollment allotments from participating high schools.
- 5.2 Written policy identifies enrollment criteria for the registration of students.

GUIDANCE

- 5.3 The school has the following comprehensive personal services available and accessible: academic counseling, career counseling, career placement, personal counseling, and referral to outside agencies.
- 5.4 An assessment system is available to assist students with the identification of career aptitudes and interests.
- 5.5 A systematic student follow-up is implemented to produce specific feedback on the instructional program.

HEALTH AND SAFETY

- 5.6 Provision is made for adequate student health services: emergency care is readily available; health records are maintained on file; a referral process is available for

Sanford Regional Vocational Center

health services; and faculty and staff are informed of the health conditions of their students when appropriate.

- 5.7 Students, faculty and staff are trained to assist with emergency situations.
- 5.8 A written crisis intervention plan has been developed and is in effect.
- 5.9 Reasonable accommodations are made to ensure the personal health and safety of students, faculty and staff.

AUXILIARY

- 5.10 Student transportation is designed to ensure that students will arrive and depart from the school with minimum loss of time on task.

Security should be strengthened by locking access doors after the beginning of each session. High school students who did not attend the Center use the Center as a shortcut to the parking lot and back. In the meantime the high school entrance is monitored by a member of the local police force, thus, preventing unauthorized visitors from entering the front of the building. Enrollment is up with a waiting list for all technical areas. IEP's are given professional handling in Guidance. Copies of complete health records should be available in the main office at the Center. The faculty is not made aware of student health conditions.

<h2>6. STUDENT RECORDS</h2> <h3>GOOD</h3>

- 6.1 An adequate system of student record-keeping is in place.
- 6.2 The student records and permanent files are safely maintained and archived in accordance with applicable law or regulation.
- 6.3 Individual student files are current and include records of attendance, technical competency attainment, academic achievement, test results, Individual Education Plan, and safety test documentation.
- 6.4 An adequate system is in place for the reporting of grades.
- 6.5 An adequate system is in place for the timely reporting of attendance.
- 6.6 Student health records are securely maintained.

Sanford Regional Vocational Center

- 6.7 Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.
- 6.8 Confidentiality is maintained in accordance with state and federal guidelines.
- 6.9 Alumnae and alumni files are maintained in accordance with applicable policy or regulations.

Student records need to be secured under "lock and key". Health records need to be carefully filed and not left to be filed on the top of file drawers.

<h3>7. SCHOOL STAFF</h3> <h4>GOOD</h4>
--

- 7.1 The school has a professional development program for instructional, support and administrative staff.
- 7.2 Staff members have high ideals, an understanding of youth, and a desire to continue professional growth.
- 7.3 The school staff is sufficient to support the educational program and includes the following areas: academic, administration, cafeteria, clerical, custodial/maintenance, educational technician, ESL, bilingual, guidance, health, library/media, security, SPED, technical, and others as indicated by student needs and the school's mission.
- 7.4 The school staff works together to attain the goals of the school.
- 7.5 Faculty and staff meet state and local certification requirements.
- 7.6 A system which meets state and local requirements for evaluation of faculty and staff is in place.
- 7.7 Opportunities are provided for the continuous development of the instructional staff, and professional development is encouraged.
- 7.8 The school provides a structured orientation program for all new staff members.

The faculty is a cohesive, enthusiastic staff who keep students on task. Many are pursuing advanced degrees and others take advantage of special summer grant programs and state offered professional development.

8. ADMINISTRATION

GOOD

- 8.1 The administrative organizational structure is effective in carrying out the philosophy and goals of the school.
- 8.2 An adequate administrative staff manages all aspects of the school.
- 8.3 The administrative staff provides competent leadership, vision, and clear direction.
- 8.4 An appropriate degree of autonomy and authority exists within the organizational structure for school administrators to provide the necessary leadership.
- 8.5 The director, although accountable to a higher authority, is the responsible head and professional leader of the school.
- 8.6 The governing board maintains current written policies and procedures that are readily available to all personnel and to the public.
- 8.7 A system is used to evaluate the performance of the administration.
- 8.8 A written school improvement plan with measures of accountability has been implemented.
- 8.9 Students are provided opportunities for student government/leadership.
- 8.10 The school's calendar is coordinated with each of the participating high schools and designed to ensure minimal disruption of the school's educational program.

*The current administration is much more approachable than the previous director.
Faculty demonstrate a good rapport with the new Director*

9. FINANCE AND BUSINESS OPERATIONS

GOOD

- 9.1 The financial resources of the school are capable of sustaining a sound educational program consistent with its stated philosophy and goals.
- 9.2 Fiscal management of the school is consistent with its stated philosophy and goals.
- 9.3 The instructional staff participates in the development of the annual instructional budget.

Sanford Regional Vocational Center

- 9.4 The instructional staff is informed of the instructional budget to support his/her educational programs.
- 9.5 Efficient procedures for the requisitioning of materials and equipment are maintained and exercised.
- 9.6 Records of all funds collected and disbursed in connection with any part of the school's program are kept in an accurate and systematic form.
- 9.7 Funds collected are properly safeguarded.
- 9.8 Adequate funds have been appropriated to support the Student Activity program.
- 9.9 The governing board and the administration exercise control over all financial operations. An appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school funds.
- 9.10 Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

Equipment is adequately provided in addition to supplies. The financial operation is much more accountable. The Health Occupations program lacks computers able to perform virtual operations.

10. SCHOOL FACILITIES

FAIR

- 10.1 The school site supports and enhances all aspects of the educational program and is maintained to ensure a safe, sanitary, and attractive environment to support educational activities.
- 10.2 The school plant supports and enhances all aspects of the educational program and is maintained to ensure a safe, sanitary, and attractive environment to support educational activities.
- 10.3 A planned and adequately funded program of building and site management ensures the replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility.
- 10.4 A long-range maintenance plan has been developed to protect the financial investment of the site and buildings.
- 10.5 The school's plant is effectively and efficiently ventilated, heated, and lighted.

- 10.6 The physical plant and facilities meet all applicable federal and state laws and are in compliance with fire, health, and safety regulations (proper documentation is on file indicating the school's compliance in these areas), and is accessible to persons with disabilities.
- 10.7 Sufficient care is given to the cleanliness and orderliness of the school building and grounds to engender staff, students and community pride in the school.

A concerted effort should be made to create an aesthetic entrance for the Center which should also have access monitored. The Art Room and V13 are under the control of the high school. The Art Room could easily house at least two shops while V13 was used in our stay as a dumping ground for old computer monitors with NO student presence in another area which could house two other programs. Monthly tests are conducted to monitor the asbestos in the building. Access to stationery ladders in nursing, auto, and graphics should be "roped off" to prevent student accidents.

<p style="text-align: center;">11. SCHOOL ATMOSPHERE GOOD</p>

- 11.1 The school develops a culture of learning which contributes to effective educational programs.
- 11.2 Student morale demonstrates pride in achievement and reflects a school unified in spirit.
- 11.3 Staff morale demonstrates pride in achievement and reflects a school unified in spirit.
- 11.4 A safe and secure environment is evident for all students and staff members.
- 11.5 The school encourages multicultural diversity to provide educational opportunities for its student body.
- 11.6 The school fosters and encourages activities which involve interaction between students and staff.
- 11.7 A system of open communication ensures that all students and staff members are informed and have opportunities for input.

There is a positive atmosphere in the Center. The exceptional behavior during a two and one-half regional power outage at the time of our visit demonstrated the student respect for the faculty.

COMMENDATIONS AND RECOMMENDATIONS

The Focused Visiting Committee has agreed on the following commendations:

1. The overwhelming interest in technical education generated in the greater Sanford area as evidenced by increased enrollment.
2. An energetic, caring faculty and staff.
3. The guidance department's interactions with sending schools in regard to keeping all parties informed about IEP.

The Focused Visiting Committee has agreed on the following recommendations:

1. Utilize the expertise of Program Advisory Committees and document the minutes of their meeting.
2. Explore the availability of additional space for the programs including areas in the center utilized by the high school.
3. Label all fire extinguishers throughout the center.
4. Post an emergency egress floor plan in every room of the center.
5. Initiate a procedure to lock doors and entrances and limit traffic though the center to create a safer environment



Central Maine
COMMUNITY COLLEGE

Articulation Agreement
between
Sanford Regional Vocational Center
and
Central Maine Community College

MTT - 113

Grinding I & Drilling



Part 1: Statement of Purpose

The intent of this articulation agreement is to provide a mechanism that will enable students who are enrolled at **Sanford Regional Vocational Center** to receive college credits at Central Maine Community College for competencies achieved in the subject area.

With this agreement, Central Maine Community College and **Sanford Regional Vocational Center** are committed to providing students with a sequence of learning experiences that avoids unnecessary duplication and facilitating a smoother transition for students as they progress from one level of learning to the next level.

This agreement defines and establishes the conditions under which Central Maine Community College will grant advanced credit to students accepted for admission.

Part 2: Terms and Conditions

2.1 Course Identification:

Students who have fulfilled the learning outcome objectives of **Sanford Regional Vocational Center's** course and who are recommended as being competent in this subject matter will be recognized with 2 credits at Central Maine Community College.

Sanford Regional Vocational Center
Grinders/Drilling Machines

Central Maine Community College
Grinding I & Drilling – 2 credits

2.2 Eligibility for Participation:

Central Maine Community College and **Sanford Regional Vocational Center** agree to the articulation agreement identified in Section 2.1, contingent on applicants meeting all of the required performance indicators.

2.3 Performance Indicators:

- Provide transcript that verifies a grade equivalent of 90 or better.
- A recommendation on school letter head from the instructor of the class for which the student requests advanced placement.
- Submit a sampling of projects completes. One project **must** be a final project.
- Provide all of the material above at the time of a scheduled interview with the Central Maine Community College instructor.
- Applicant must:
 - Attend all orientation and safety classes as required by the



instructor.

- Contact the instructor on the first day of class to obtain a schedule.

2.4 Awarding Credit:

To receive credit the students must:

- Meet admission requirements for Central Maine Community College.
- Complete the attached Request for TECH PREP Advanced Placement Credit form for each class for which the student requests advanced placement.
- Students must be matriculated and enrolled in a Central Maine Community College program.
- Advanced Placement Credit must be applied for within a period of two years following completion of the course or program.
- Students must apply for credit by August 1st of the school year that they will be entering Central Maine Community College.

Part 3: Procedures

3.1 Sanford Regional Vocational Center will document and certify to Central Maine Community College that program (class) identified in this agreement is offered to students; inform students of the opportunities available to them through this agreement; and notify Central Maine Community College of any applicant student's eligibility for Advanced Placement Credit Request Form along with a transcript of the student's grade.

3.2 Review of this agreement will occur within five years. Appropriate staff will meet jointly to review the agreement and related procedures. Proposed changes will be incorporated into the agreement, as mutually acceptable. This agreement is due for review between the 2009-2010 school year.



Central Maine COMMUNITY COLLEGE

Part 4: Duration and Ratification

4.1 Duration: Once executed, this agreement shall remain in effect for so long as the conditions are met or until either party wishes to withdraw its participation. To withdraw, one institution must notify the other in writing by **March 1** prior to the next academic year. This agreement may be terminated sooner by mutual consent.

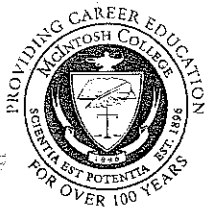
4.2 Ratification:

Nicholas Gurnea 4-11-08
Director Date
Sanford Regional Vocational Center

[Signature] 4/11/08
Instructor Date
Sanford Regional Vocational Center

[Signature] 5/2/08
Dr. Judy Wilder Date
Dean of Academic Affairs
Central Maine Community College

Lloyd D. Puffer 4/30/08
Department Chairperson Date
Central Maine Community College



McINTOSH COLLEGE

ARTICULATION AGREEMENT

BETWEEN

MCINTOSH COLLEGE

AND

SANFORD

REGIONAL VOCATIONAL CENTER

Part 1: Statement of Purpose

The intent of this articulation agreement is to provide a mechanism that will enable students enrolled in YOUR SCHOOL (hereafter referred to as the SCHOOL) to receive college credits at McIntosh College for competencies acquired in an advanced subject or a combination of courses that would equate to one college course.

Through this agreement, the College and the SCHOOL are committed to providing students with a sequence of progressive learning experiences to avoid unnecessary duplication and facilitate a smooth transition for students as they advance to postsecondary learning.

This agreement defines and establishes the conditions under which the College will grant credit to students accepted for admission.

Part 2: Terms and Conditions

2.1. Course Equivalencies

Students who meet the eligibility criteria and complete the required procedures set forth in Sections 2.2 and 2.3 will be eligible to receive college credit at McIntosh College for the courses outlined below, provided however that the College will award college credit but no grades to students that satisfy these conditions.

The following course(s) offered at the SCHOOL qualify for college credit at McIntosh College.

High School
Course(s)

McIntosh College.
Course equivalent and credit hours

Intro to Graphic Communications 1-2

Intro to Computer Graphics-(3)

2.2 Performance Indicators

To be eligible to receive college credit students must fulfill the following performance indicators:

- The student must complete a secondary level course listed in Section 2.1 with a grade equivalent of B or better (3.0 on a 4.0 scale), and
- The student must earn a grade of B or better (3.0 on a 4.0 scale) on a competency test administered by McIntosh College in the subject desired for college credit

2.3 Awarding Credit

To receive credit the student must also:

- Meet admissions requirements for McIntosh College
- Matriculate and enroll in a McIntosh College program
- Submit two letters of recommendation, one from his/her secondary level instructor, and one from a guidance counselor
- Apply for college credit within a period of two years following the student's completion of the high school course or program

Part 3: Procedures

- The SCHOOL will provide to McIntosh College applicable course content descriptions required for the articulated course covered by this agreement.
- The SCHOOL will provide to McIntosh College its Program of Studies.
- The College will evaluate the course content descriptions and Program of Studies to ensure that these courses are comparable in scope and content to the courses for which McIntosh will award college credit.
- The SCHOOL will document and certify to McIntosh College that the student is eligible for the program (class) identified in this agreement by completing the attached McIntosh College Credit Request Form.
- The SCHOOL agrees to inform its students of the opportunities available to them through this agreement. However, the SCHOOL agrees that any advertisement, descriptive literature or promotional material referencing this Agreement will be

submitted to the College for review and approval prior to publication and distribution.

- The SCHOOL will provide to McIntosh College an official transcript of the student's grade.

Part 4: Review

Every three years, staff from the College and the School will meet to jointly review the agreement and related procedures. Proposed changes will be incorporated into the agreement, as mutually acceptable. However, should the SCHOOL make any changes to its applicable course content or its Program of Studies before the review is scheduled to take place, the SCHOOL shall provide updated materials to the College for review within 30 business days. The College reserves the right to adapt or modify the course equivalencies listed in Section 2.1, based on these updated materials.

Part 5: Duration

Once executed, this agreement shall remain in effect for so long as the conditions are met or until either party wishes to withdraw its participation. To withdraw, one institution must notify the other in writing by March 1 prior to the start of the next academic year. All students who complete courses outlined in Section 2.1 during the academic year in which the notice of withdrawal from the Agreement is provided will remain eligible to apply for transfer credit for a period of two years following the student's completion of the high school course or program. The agreement may be terminated sooner by mutual consent.

Part 6: Ratification

Given under our signatures this 24th day of MAY 2007

SCHOOL SANFORD H.S. REGIONAL VOCATIONAL CENTER

Principal Richard Grant

Department Head (H.S.) Monica Smith

McIntosh College-President W. M. L.

McIntosh College Program Chair Allan West

MCINTOSH COLLEGE CREDIT REQUEST FORM

In accordance with the articulation agreement for College Credit with McIntosh College, I certify that the student listed below has demonstrated knowledge and understanding of the core competencies in the subject, and, has satisfied the eligibility requirements stated in the articulation agreement

Name of Student-----SS#-----

Home Mailing Address-----

Home Phone #-----Electronic Mail-----

High School----- Class (year) _____

High School Course

McIntosh College Equivalent

Guidance Counselor

Date

Tel.

Subject Teacher

Date

Tel.



Maine Department of Education
Career and Technical Education
23 State House Station
Augusta, ME 04333-0023
(207) 624-6730
www.schoolswork.org

Maine Community College System
323 State Street
Augusta, ME 04330
(207) 629-4000
www.mccs.me.edu

ENHANCED ARTICULATION AGREEMENT

For the coordination of curricula between Maine's Career and Technical Education Centers/Regions and the Colleges of the Maine Community College System

Enhanced Articulation defined

Enhanced Articulation is a systematically planned process linking a secondary career and technical education school program to a postsecondary career and technical education system program. Unlike the Articulation Agreement which can be institution to institution, the Maine Enhanced Articulation Agreement is from secondary career and technical education schools to postsecondary career and technical education system which offer like career and technical programs. The postsecondary articulation will cross all community colleges which offer the like career and technical education program. The secondary programs will have to meet the requirements of the community colleges system wide articulation to qualify. Maine Enhanced Articulation Agreements between secondary career and technical programs and postsecondary institutions must allow students to earn a minimum of 3 college credits.

By July 1, 2009, one Maine Enhanced Articulation Agreement must be in place. All secondary and postsecondary eligible recipients that offer the program chosen for enhanced articulation must participate.

Program Objectives

- To encourage career and technical education students to pursue a postsecondary education.
- To reduce repetition of mastered competencies between secondary career and technical education and community college.
- To provide a smooth transition from secondary career and technical education to community college education.
- To reduce student and State costs.
- Allow secondary career and technical education students in any part of the State of Maine to smoothly transition to postsecondary education within the State Community College system.

Role of the Institutions

The secondary career and technical education schools and community college campuses are jointly responsible for developing and executing Maine Enhanced Articulation Agreements. Secondary and postsecondary faculty should collaborate to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. As the needs of students and the demands of business and industry change, this agreement will be reevaluated and updated every three (3) years.

Secondary and college faculties will identify competencies to be examined for the courses to be articulated. They will jointly develop a Maine Enhanced Articulation Agreement listing the student requirements needed to achieve the articulated credits.

The career and technical education centers/regions and community colleges will develop methods of publicizing the Maine Enhanced Articulation Agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities. To benefit from enhanced articulation, all community college admissions requirements must be met by the student.

The State requires that a contact/position be identified by the individual postsecondary community colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation, Maine Enhanced Articulation and Program of Study Agreements.

Types of Maine Enhanced Articulation Agreements

Dual Credit

Dual credit exists when a student is enrolled in a secondary CTE program, as well as the corresponding community college course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and community college and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit courses are reflected on both the student's high school transcript and on the community college's permanent record.

Escrow Credit

Escrow credits become available when the student satisfactorily completes the secondary CTE program and then requests the community college credit, once s/he is matriculated and has satisfied the community college requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is governed by a formal, written agreement that identifies courses or sequence of courses at a career and technical center upon which successful completion assures the community college that the student has the necessary background, instruction and preparation to progress to the next level of instruction at the community college. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

Time Consideration

Secondary CTE students are encouraged to begin their continued program at their chosen Maine Community College the fall semester immediately following graduation from high school. To take advantage of the postsecondary credits offered through the Enhanced Articulation agreement students must matriculate in the MCCS college program no later than two fall semesters immediately following graduation from high school.

Enhanced Articulation Agreement

1. Secondary institution name:

All Secondary CTE schools with Culinary programs

2. Postsecondary institution name:
All Maine Community Colleges with Culinary programs
3. Secondary course of study:
Culinary Arts
4. Postsecondary course of study:
Culinary Arts at (CMCC, EMCC, SMCC and YCCC) and Culinary and Baking at WCCC
5. Secondary course(s) to be used for articulation:
All courses in the secondary CTE Culinary program, in addition to passing the ServSafe certification assessment exam.
6. Postsecondary course(s) to be waived because of articulation:
As each Culinary program of the colleges of the MCCS serve the specific needs of their region, each Culinary program offers a different course structure. The secondary CTE students qualifying for this articulation will receive the following 3 – credit course based on the college they choose to attend.

The following 3 credit courses at MCCS institutions are considered for this articulation.

CUA 121	Food Preparation Sanitation	CMCC
CUL 131-01	Culinary Sanitation Theory	EMCC
CA-106	Introduction to Culinary Arts	SMCC
FDS 125	Sanitation	WCCC
CUL 104	Food Preparation Sanitation	YCCC

7. Type of articulation:
(please check)
☐ Dual Credit
☒ Escrow Credit
☐ Student choice of Dual Credit or Escrow Credit
☐
8. What are the minimum and maximum number of credits a student may articulate from the postsecondary institution?
The number of credits awarded on successful completion of this Enhanced Articulation agreement is three (3).
9. How will the student demonstrate meeting the competencies?
Secondary CTE students must:
Successfully complete their CTE Culinary Program;
Successfully pass the ServSafe certification exam;
In addition students must meet the following Learning Outcomes:

Learning Outcomes:


(CTE programs must align with the curriculum outcomes listed below)

- a. Trace the growth and development of the food service industry.
- b. Analyze various cuisines, and world cultures.
- c. Explain the purposes and benefits of various professional organizations within the field.
- d. Outline the organization, structure, and functional areas in various food service organizations as a perspective for later courses in menu planning, purchasing, food production and service, food and beverage controls, management, etc.
- e. Evaluate industry trends as they relate to career opportunities and the future of the industry (**Periodicals**).
- f. Critique trade periodicals.
- g. Learn food Service Sanitation and take the national certification exam for ServSafe:
 - Identify proper hand washing procedures.
 - Identify the need to maintain food safety training records.
 - Analyze evidence to determine the presence of food-borne illness outbreaks.
 - Identify the characteristics of potentially hazardous food.
 - Differentiate between food borne intoxication, infections, and toxin mediated infections.
 - Identify biological, chemical, and physical contamination.
 - Identify methods to prevent biological, chemical, and physical contamination.
 - Identify the eight most common allergens, associated symptoms, and methods of prevention.
 - Identify personal behaviors that can contaminate food.
 - Identify criteria for excluding an employee from the establishment or restricting them from working with or around food.
 - Identify illnesses that are required to be reported to the health agency.
 - Identify methods for preventing cross-contamination.
 - Identify methods for preventing time temperature abuse.
 - Identify an approved food source.
 - Identify accept and reject criteria for:
 - Meat and poultry
 - Seafood
 - Milk and dairy products
 - Eggs
 - Fruit and vegetables
 - Canned goods and other dry goods
 - Ready to eat food
 - Frozen foods
 - Bakery goods
 - Identify the minimum internal cooking time and temperatures for potentially hazardous foods.
 - Identify methods and time and temperature requirements for cooling cooked food.
 - Identify procedures for preventing time temperature abuse and cross-contamination when displaying and serving food.
 - Identify hazards associated with the transportation of food and methods for preventing them.
 - Identify Hazard Analysis Critical Control Point (HACCP) principles for preventing food borne illness.
 - Identify when HACCP plan is required.
 - Identify organizations that certify equipment that meets sanitation standards.
 - Identify cross-connection and backflow.
 - Identify potable water sources and testing requirements.
 - Identify requirements for storing indoor and outdoor waste.
 - Recognize the importance of keeping physical facilities in proper repair.
 - Explain the difference between cleaning and sanitizing.
 - Identify requirements of an integrated pest management program.
 - Differentiate between pest prevention and pest control.

- Identify ways to prevent pests from entering the facility.
 - Identify the signs of pest infestation and/or activity.
 - Identify the principles and procedures needed to comply with food safety regulations.
 - Identify state and local regulatory agencies and regulations that require food safety compliance.
 - Identify the proper procedures for guiding a health inspector through the establishment.
 - Assess the training needs of employees.
 - Evaluate the success of a training program.
 - Recognize the importance of food safety certification.
10. How will the secondary instructor document the student as meeting the competencies?
The secondary instructor will mark the CTE Culinary student's transcript with a passing mark for the entire secondary CTE Culinary program and indicate that the student has successfully passed the ServSafe certification assessment exam.
11. What are the education, training, and/or experience requirements for the secondary instructor?
Texts: Required
ServSafe, fourth edition, The National Restaurant Association Educational Foundation
Note: This text must be purchased "new" and be sealed in plastic. The text contains an exam answer sheet that you must have in order to take the certification exam. If you plan on taking the exam, you cannot buy a second hand book.
12. What college entrance requirements must be met by the student?
1. Student must meet all criteria for admission to the MCCS institution's Culinary Arts program at the college of their choice; and
 2. Be formally admitted into an MCCS Institution's Culinary Arts program to receive credit for the course listed above as part of the Enhanced Articulation Agreement between the MCCS institutions and the MDOE CTE Centers.
 3. Enroll in their chosen MCCS institution no later than two fall semesters after graduation from high school. (The ServSafe certification must be renewed every 5 years and students should finish their college program with an active certification to allow them entrance into the industry without needing recertification. In addition students must maintain the knowledge learned in this entry level course at the completion of the program.)

The Maine Community College System, upon the recommendation of the Academic Affairs Council (AAC) and Presidents Council, authorizes the establishment of this Maine Enhanced Articulation Agreement as defined above through the collaborative work of the AAC and representatives of the Maine Department of Education/Career and Technical Education to provide secondary CTE Culinary Arts students a seamless transition from high school instruction to Community College instruction under the guideline of the current Carl D. Perkins grant. It is understood that in order to receive Perkins funding the MCCS colleges which offer a Culinary Arts program must participate and adhere to this Maine Enhanced Articulation Agreement. This agreement will be reviewed periodically but no less frequently than three year intervals to review its effectiveness and to adjust

as necessary to reflect appropriate enhancements and curriculum changes. The first required review with signatory endorsements will occur before August 15, 2012.

 10/1/08

MCCS System President / Date

 Sept. 23, 2008

MCCS Chief Academic Officer / Date

Colleges and Universities in Proximity to Sanford High School

52 Sanford High School Boulevard

Sanford, ME 04073

Private Colleges

Andover College 265 Western Avenue South Portland, ME 04106	32.36 miles
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Daniel Webster College-Portsmouth Campus Pease International Tradeport 119 International Drive Portsmouth, NH 03801	38.16 miles
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Hesser College 170 Commerce Drive Portsmouth, NH 03801	34.78 miles
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Maine College of Art 522 Congress Street Portland, ME 04101	35.26 miles
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Southern New Hampshire University-Portsmouth Campus Pease International Tradeport 231 Corporate Drive, Suite 100 Portsmouth, NH 03801-6807	38.16 miles
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University of New England-University Campus 11 Hills Beach Road Biddeford, ME 04005	23.15 miles
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University of New England-Westbrook College Campus 716 Stevens Avenue Portland, ME 04103	34.79 miles
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University of Maine System

University of Southern Maine-Portland Campus 95 Falmouth Street Portland, ME	35.38 miles
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University of Southern Maine-Gorham Campus 37 College Avenue Gorham, ME 04038	28.66 miles
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University of New Hampshire System

Granite State College/UNH System Merchant's Plaza 1 Old Dover Road Rochester, NH 03867	18.93 miles
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Granite State College/UNH System 51 International Drive Newington NH 03801	37.77 miles
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University of New Hampshire 295 Mast Road Durham, NH 03824	33.79 miles
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Maine Community College System

Southern Maine Community College 2 Fort Road South Portland, ME 04103	37.39 miles
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York County Community College 112 College Drive Wells, ME 04090	14.93 miles
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New Hampshire Community College System

Great Bay Community College (NH Comm. Tech. College) Pease International Tradeport 320 Corporate Drive Portsmouth, NH 03801	37.22 miles
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October 1, 2006 Public Resident Enrollment by School Administrative Unit

Data as of 2/27/07 from the Maine Education Data Management System (MEDMS)

(Includes students that have been transferred under a Superintendent's Agreement.)

MEDMS

Unit	SAU	GR-4	GR-5	GR-6	GR-7	GR-8	GR-9	GR-10	GR-11	GR-12	Total
1000	ACTON	32.0	34.0	33.0	37.0	30.0	35.0	26.0	30.0	34.0	291.0
1085	KITTERY	80.0	82.0	69.0	77.0	98.0	85.0	94.0	91.0	86.0	762.0
1148	SANFORD	208.0	244.0	238.0	263.0	308.0	330.0	315.0	297.0	307.0	2,510.0
1191	YORK	153.0	138.0	161.0	156.0	153.0	174.0	138.0	178.0	178.0	1,429.0
1229	SAD #35	192.0	173.0	185.0	181.0	196.0	219.0	201.0	233.0	198.0	1,778.0
1251	SAD #57	247.0	263.0	295.0	296.0	328.0	309.0	309.0	292.0	267.0	2,606.0
1254	SAD #60	219.0	233.0	250.0	236.0	271.0	269.0	306.0	248.0	243.0	2,275.0
1293	WELLS-OGUNQUIT	108.0	103.0	104.0	121.0	121.0	122.0	128.0	116.0	108.0	1,031.0
		1,239.0	1,270.0	1,335.0	1,367.0	1,505.0	1,543.0	1,517.0	1,485.0	1,421.0	12,682.0

Entering Class to Births Ratio Worksheet

Sanford School Department - 2007-08 - Best Fit Model - PRELIMINARY FIGURES

Oct 15-Oct 14		Number	KG Class		1st Grade	1st Class	Ratio	Ratio	Proj. 1st	Net Preschool
Births	KG Year	Births	Size	Year	Size	1st/Birth	1st/K	Grade	Migration	
1991-92	10/97	333	336	10/98	317	0.952	0.943			-16
1992-93	10/98	314	294	10/99	304	0.968	1.034			-10
1993-94	10/99	262	253	10/00	250	0.954	0.988			-12
1994-95	10/00	288	240	10/01	239	0.830	0.996			-49
1995-96	10/01	261	266	10/02	250	0.938	0.940			-11
1996-97	10/02	250	219	10/03	241	0.964	1.100			-9
1997-98	10/03	266	233	10/04	225	0.846	0.966			-41
1998-99	10/04	257	256	10/05	256	0.996	1.000			-1
1999-00	10/05	254	218	10/06	225	0.886	1.032			-29
2000-01	10/06	246	237	10/07	235	0.955	0.992			-11
2001-02	10/07	253	224	10/08		0.931	1.051	236		-17
2002-03	10/08	247		10/09		0.931		230		-17
2003-04	10/09	286		10/10		0.931		266		-20
2004-05	10/10	277		10/11		0.931		258		-19
2005-06*	10/11	286		10/12		0.931		266		-20
2006-07 est	10/12	270		10/13		0.931		251		-19
2007-08 est	10/13	270		10/14		0.931		251		-19
2008-09 est	10/14	270		10/15		0.931		251		-19
2009-10 est	10/15	270		10/16		0.931		251		-19
2010-11 est	10/16	270		10/17		0.931		251		-19
10yr Total (92-01)	2,731	10yr Total (97-06)	2,552	10yr Total (98-07)	2,542	0.931	0.996	Last 10yr		-18.9
10yr Avg (92-01)	273	10yr Avg (97-06)	255	10yr Avg (98-07)	254	0.931	0.999	Last 5yr		-18.2
5yr Avg (02-06)	270							Last 3yr		-13.7
5yr Max (02-06)	286							Proj.		-18.6
5yr Min (02-06)	247									
5 yr Avg (04-06)	283									
First Grade to Births		First Grade to Kindergarten								
Correlation Coefficients		Correlation Coefficients								
10 YEAR	0.872	10 YEAR	0.946							
9 YEAR	0.742	9 YEAR	0.896							
8 YEAR	0.013	8 YEAR	0.771							
7 YEAR	-0.004	7 YEAR	0.746							
6 YEAR	-0.027	6 YEAR	0.746							
5 YEAR	-0.217	5 YEAR	0.688							
4 YEAR	-0.162	4 YEAR	0.919							
3 YEAR	0.452	3 YEAR	0.980							
		5yr Weighted								

Enrollment Trends & Projections - Acton School Department - 9-12 - 2007-08 - Best Fit Model - PRELIMINARY FIGURES

October 1st Enrollments

School Year	9th	10th	11th	12th	Total 9-12	Post Grad	Grand Total 9-12
Historical							
1997-98	22	33	12	20	87	0	87
1998-99	38	23	30	13	104	0	104
1999-00	40	33	19	27	119	0	119
2000-01	28	42	29	20	119	0	119
2001-02	39	31	36	28	134	0	134
2002-03	32	41	29	36	138	0	138
2003-04	33	32	48	30	143	1	144
2004-05	40	33	31	44	148	0	148
2005-06	23	43	30	31	127	0	127
2006-07	33	24	29	31	117	0	117
2007-08	25	25	22	21	93	1	94
Projected							
2008-09	34	25	23	21	103	0	103
2009-10	30	34	23	22	109	0	109
2010-11	28	30	31	22	111	0	111
2011-12	35	28	27	30	120	0	120
2012-13	34	35	25	26	120	0	120
2013-14	35	34	31	25	124	0	124
2014-15	32	35	30	30	127	0	127
2015-16	33	32	31	30	126	0	126
2016-17	36	33	29	30	128	0	128
2017-18	19	36	30	28	112	0	112

2007-08 Best Fit Model Enrollment Projections for Acton, Completed February, 2008

Data produced by Planning Decisions Inc.

Elizabeth Caron-St. Cyr
Superintendent

Delano D. Lebel
Business Administrator

Sanford School Department

917 Main Street, Suite 200, Sanford, Maine 04073
Tel: 207-324-2810 Fax: 207-324-5742

Brown-CS
Janice Goldsberry
Curriculum Director

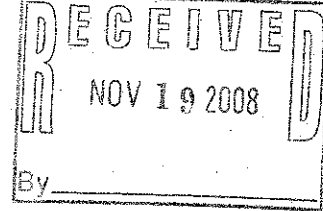
Stacey Bissell & Marti Hess-Pomber
Special Education Co-Directors

David Theoharides
Director of Educational
Operations

SCHOOL COMMITTEE:

Marguerite Herlihy Robert Dezenzo
Robert Gendron Patricia L. Gulnac Mark Lucier

November 14, 2008



Ms. Susan Gendron
Commissioner of Education
Maine Department of Education
State House Station 23
Augusta, Me. 04330

Re: A Major Capital Construction Project for an Integrated Gr. 9-16 Educational Facility

Dear Commissioner Gendron;

Throughout the fall the Sanford School Department has worked earnestly to contemplate and plan a creative and integrated educational project that combines current and best practices of standards based education in grades 9 – 16 including career pathways in career and technical educational education. Ms. J.C. Holmes has been effective in providing interpretive guidance on many aspects of our project.

I have enclosed for your information a letter from Dr. Charles Lyons regarding a request for a letter from the York County Community College in support of our proposal.

I ask your guidance in this with respect to 2 issues:

Currently, the Sanford School Department through initiatives of Sanford High School, Sanford Regional Vocational Center and Sanford Adult and Community Education has: Early College enrollment agreements, University College Contract for ITV / Distance Learning College programs, Dual Enrollments at YCCC, SMCC, CMCC Husson and McIntosh Colleges. The issue here is, will this change with respect to the enclosed letter from Dr. Lyons?

The second issue relates to the site selection and funding of a Creative One Time Integrated Gr 9 – 16 Educational Facility. It is our understanding that should the State Board select a project for funding under Resolve 223 / L.D. 2175, there would be a non-competing legislative directed funding stream, separate from the traditional MDOE Approved School Construction format. The issue here is Dr. Lyon's reluctance to support the project without a clear understanding of a secure funding mechanism. This issue is out of the control of the project participants and subject to funding from the legislature.

We cannot comply with Dr. Lyons request for a "concrete proposal to address these key issues" because it is out of the scope of the project application.

Continued:-

Your advice on these two issue would be greatly appreciated.

I have enclosed for your reference: Letter From Dr. Lyons Dated 11/12/2008
Summary of Articulation Agreements held by the Sanford School Department and
representative Colleges, Contract for the provision of ITV / Distance Learning from the
University of Maine System.

Respectfully Submitted;



Elizabeth J. St. Cyr

c.c Dr. Charles Lyons

Ms. Deb Guimont, Director Sanford Regional Vocational Center

Lyndon Keck, PTD Architects

The Honorable Sen. John Courtney



**YORK COUNTY
COMMUNITY COLLEGE**

November 12, 2008

Ms. Elizabeth J. St. Cyr, Superintendent
Sanford School Department
917 Main Street, Suite 200
Sanford ME 04073

Dear Superintendent St. Cyr:

Thank you for your letter of November 5, 2008, describing the vision developed by the Sanford School Department for Sanford High School and the Sanford Regional Vocational Center.

Clearly, any initiative which improves educational opportunities for the youth of York County, and which stimulates them to move on to higher education, has my strong support.

I must be equally clear, simultaneously, that if the funding for this project will be sought under LD 2175, then it is explicitly clear that in order to submit an application for funding you need both the Maine Community College System and the University of Maine System to agree that they will offer courses and full degree programs on the proposed "campus."

As you know, we have been mandated by the Administration to plan for a 10% reduction in our next biennial budget. Additionally, of course, just in the last week we absorbed a 5% reduction in our operating budget for the current FY'09 year. As a result, the Maine Community College System has concluded that it does not have the financial resources to open any new centers.

Therefore, any school systems seeking the support of the Maine Community College System must demonstrate that they have secured the financial resources and space requirements needed by the college to operate a center. Further, any proposed local oversight board would need to be advisory to the college and could not conflict with the authority of our Board of Trustees. Finally, if there is a need to have a center director, that person must be an employee of MCCC or UMS.

If Sanford has a concrete proposal to address these key issues, we would be open to discussing details of the proposal.

I hope that this clarification is helpful, Betsy, and please feel free to call me if further discussion would be even more helpful.

Cordially,

Dr. Charles M. Lyons
President

Pc: Dr. John Fitzsimmons, President, MCCC

Course Name	Institution	Program	Date	Dual/Art.
Technical Graphic Standards 105	SMCC	Drafting	9/20/2007	Dual
Auto CAD 2D 110	SMCC	Drafting	9/20/2007	Dual
Cisco Academy CCNA 1	CMCC	Info. Tech		Dual
Intro. To Routing Technologies CPT 210	CMCC	Info. Tech.	11/8/2006	Art
Intro. To Routers CPT 211	CMCC	Info. Tech	11/8/2006	Art
Advanced Routing CPT 212	CMCC	Info. Tech	11/8/2006	Art
WAN Routing CPT 213	CMCC	Info. Tech	11/8/2006	Art
State Inspection AUT 200	CMCC	Auto. Tech	11/8/2006	Art
Engine Performance AUT 170	CMCC	Auto. Tech	11/8/2006	Art
Brakes AUT 110	CMCC	Auto. Tech	11/8/2006	Art
Intro. Auto Tech AUT 100	CMCC	Auto. Tech	11/8/2006	Art
Suspension & Alignment Aut 120	CMCC	Auto. Tech	11/8/2006	Art.
Sanitation 1	McIntosh	Culinary Arts	5/24/2007	Art.
Intro to Computer Graphics	McIntosh	Graphic Arts	5/24/2007	Art.
Basic Machine Practices MTT140	SMCC	Machine Tool		Dual
Basic Machine Practices Lab MTT141	SMCC	Machine Tool		Dual

UNIVERSITY COLLEGE RECEIVE SITE CONTRACT

This Contract, numbered 08-050 is made by and between the **University of Maine System** (UNIVERSITY), acting through the University of Maine at Augusta, and

Sanford on behalf of Sanford Comm. Adult Ed. (RECEIVE SITE),
(School District/Organization/Company) (Name of Receive Site)

having been approved for participation in University College's interactive television (ITV) and supporting systems, through either the Maine Department of Education (DOE) RFP procedure or by determination of University College officials based on University of Maine System mission.

RECITALS

WHEREAS, UNIVERSITY, through University College, has installed and implemented a statewide ITV system with the objective of providing access to University and other post-secondary and specialized education courses to the citizens of the State of Maine, and

WHEREAS, RECEIVE SITE has been invited to participate in this program by either DOE or UNIVERSITY for the purpose of receiving televised educational instruction and to provide classroom facilities for students participating in such programs, and

WHEREAS, UNIVERSITY has agreed to purchase and install the equipment necessary to receive University College /ITV channels and operate ITV classrooms at the Receive Site, *plus 2*

video conferencing rooms.
NOW THEREFORE, in consideration of the mutual promises, representations, and other agreements herein contained, the parties agree as follows:

ARTICLE I - RECEIVE SITE EQUIPMENT AND COSTS

1.1 **Equipment Ownership.** UNIVERSITY shall own all equipment purchased and installed by UNIVERSITY to comprise the UNIVERSITY COLLEGE/ITV signal reception, signal distribution, classroom and supporting systems at the Receive Site.

1.2 **Installation, Maintenance and Repair.** UNIVERSITY and RECEIVE SITE shall be responsible for equipment installation, maintenance, repair and replacement as agreed to in a separate Installation, Maintenance and Repair Agreement.

1.3 **Removal of Equipment.** Upon termination of this Contract, UNIVERSITY shall remove all UNIVERSITY COLLEGE/ITV and supporting equipment installed at the Receive Site, as agreed to in a separate Installation, Maintenance and Repair Agreement.

1.4 **Disturbance of Equipment.** RECEIVE SITE agrees not to remove, relocate, modify or dispose of any equipment associated with UNIVERSITY COLLEGE/ITV and supporting systems,

without the express written consent of UNIVERSITY. RECEIVE SITE shall pay all costs involved in the occurrence of said actions within the Receive Site exclusive of those approved or executed by UNIVERSITY.

1.5 **Start-up Costs.** UNIVERSITY shall be responsible for all one-time costs incurred in conjunction with the procurement, construction and installation of UNIVERSITY COLLEGE/ITV equipment and supporting telecommunication line requirements at the Receive Site. *and videorecording*

1.6 **Operating Costs.** Costs incurred in conjunction with Receive Site operation shall be handled as follows. *and videorecording*

1.6.1 UNIVERSITY shall be responsible for the cost of: ITV/signal delivery and technical support; line charges for classroom phones, PC modem, and fax machine; administrative materials supporting academic activities; computer software applications; video tape supply; and, payments to RECEIVE SITE for services and participation as per Sections 3.3 and 3.4.

1.6.2 RECEIVE SITE shall be responsible for the cost of: ensuring student safety as per Section 2.6; ITV support staff services beyond payments from UNIVERSITY as per Section 3.3; and, building utilities and maintenance in support of ITV classroom operation described in Section 4.2, beyond payments from UNIVERSITY as per Section 3.4.

ARTICLE II - RECEIVE SITE CHARACTERISTICS

2.1 **Receive Site Coordinator.** RECEIVE SITE shall appoint and reappoint, whenever necessary, from its staff a Receive Site Coordinator with direct responsibility and authority to assist and work with UNIVERSITY, or its agents and contractors, on all matters pertaining to RECEIVE SITE operations, as prescribed by a separate job description and by written policy and procedural guidance published by UNIVERSITY. Also, RECEIVE SITE shall provide from its staff such other support personnel as may be required to operate the UNIVERSITY COLLEGE/ITV system at the Receive Site during the scheduled program hours designated in Section 2.4 below.

2.2 **Receive Site Coordinator Status.** The Receive Site Coordinator and all other staff appointed or designated by RECEIVE SITE to assist in receiving programs on the network shall at all times be deemed to be employees of RECEIVE SITE and not employees of UNIVERSITY for any reason, and shall not be entitled to any benefits from the University as required by law under the Maine Worker's Compensation Act, or any other statutory or employment benefits offered to University employees.

2.3 **Access and Participation.** RECEIVE SITE shall allow access to and offer enrollment in UNIVERSITY COLLEGE/ITV programs at the Receive Site to people from the general community. In this sense, RECEIVE SITE shall be considered an "open site."

2.4 **Operating Hours.** RECEIVE SITE shall select *one* of the following to designate its operating hours during the Contract term. The level selected should encompass all semesters and sessions for the upcoming academic year (Summer/Fall/Spring). Any exceptions to the choices offered below must be noted and initialed by both parties in Article VII.

2.4.1 _____ **Schedule A.** Monday through Friday -- offer classes from 4:00 p.m. to 9:45 p.m. in facilities designated for the purpose; Saturday -- offer classes from 8:00 a.m. to 3:00 p.m., or as scheduled during the day.

2.4.2 ☒ **Schedule B.** Monday through Friday -- offer classes before 4:00 p.m., from 7:00 a.m./p.m. to 9:45 p.m. in facilities designated for that purpose; Saturday -- offer classes from 8:00 a.m. to 3:00 p.m., or as scheduled during the day.

2.5 **Program Viewing.** RECEIVE SITE shall select *one* of the following to indicate the number of channels over which ITV programming can be viewed simultaneously after 4:00 p.m. RECEIVE SITE shall fully equip one ITV classroom for each channel selected for simultaneous viewing.

_____ One channel; _____ Two channels; _____ Three channels; ☒ Four channels
plus 2 videoconference rooms.

2.6 **Student Safety.** RECEIVE SITE shall be responsible for maintaining its premises in a manner that accords students a safe environment for learning. RECEIVE SITE shall provide adequate lighting in all parking areas, entrances, hallways and classrooms and shall ensure that said lighting remains illuminated until the last UNIVERSITY COLLEGE/ITV student leaves the building for the evening. RECEIVE SITE shall also designate and provide an employee of RECEIVE SITE to remain in the building until the last UNIVERSITY COLLEGE/ITV class of the evening has ended and the last UNIVERSITY COLLEGE/ITV student at the site has left the building for the evening.

2.7 **Disabilities and Discrimination.** The Americans with Disabilities Act of 1990 requires that all University of Maine System programs, including UNIVERSITY COLLEGE/ITV classes at Receive Sites, be accessible to people with disabilities.

2.7.1 RECEIVE SITE agrees that it shall comply with the requirements of the Americans with Disabilities Act of 1990, in performing under this Contract.

2.7.2 RECEIVE SITE must provide UNIVERSITY with a completed UMS ADA Building Evaluation Checklist and, if necessary, Transition Plan indicating that UNIVERSITY COLLEGE/ITV classrooms at the Receive Site meet, or will meet, ADA requirements. RECEIVE SITE must submit said documentation to UNIVERSITY prior to the installation of any UNIVERSITY COLLEGE/ITV equipment.

2.7.3 RECEIVE SITE will be responsible for addressing disability accommodation requests involving Receive Site physical plant accessibility.

For University-Appointed/Open (Type A) Receive Sites

(Revised 7-09-08)

2.7.4 UNIVERSITY will be responsible for addressing disability accommodation requests involving technical matters related to UNIVERSITY COLLEGE/ITV and supporting equipment.

2.7.5 RECEIVE SITE and UNIVERSITY shall not discriminate and shall comply with all applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, sexual orientation including transgender status or gender expression, national origin or citizenship status, age, disability, or veteran status. RECEIVE SITE and UNIVERSITY will provide reasonable accommodations to qualified individuals with disabilities upon request. UNIVERSITY encourages RECEIVE SITE in the employment of individuals with disabilities.

2.8 **Fire Code.** All RECEIVE SITE facilities used under this Contract shall comply with the Maine Fire Safety Code and all other applicable regulations.

ARTICLE III - UNIVERSITY SERVICES & SUPPORT

3.1 **ITV Channels & Supporting Systems.** Where technically possible UNIVERSITY shall make available to RECEIVE SITE all operational ITV channels, as determined by regional channel capacity, and supporting systems in RECEIVE SITE's geographical region.

3.2 **Training and Technical Assistance.** UNIVERSITY shall provide RECEIVE SITE with the necessary procedural and technical training for Receive Site Coordinators and other ITV support staff, and access to a technical assistance Help Line during periods of Receive Site use to assure proper and reliable operation of UNIVERSITY COLLEGE/ITV equipment and facilities. On-site technical assistance will be conducted as specifies in a separate Installation, Maintenance and Repair Agreement.

3.3 **Payment for Services.** UNIVERSITY shall provide payment to RECEIVE SITE for services on the following basis, to be disbursed annually following receipt of a signed Contract. To qualify for payment at Levels 2 or 3, RECEIVE SITE must offer courses during Fall, Spring, and Summer terms. Enrollment figures used to compute payments above Level 1 are taken from the entire previous fiscal year. Payments are limited to one level per Receive Site per fiscal year.

3.3.1 **Level 1.** \$2,000.00 (Two Thousand Dollar) basic stipend for the fiscal year. This is the starting point for receive sites during the first year of operation.

3.3.2 **Level 2.** \$2,200.00 (Twenty-two Hundred Dollar) stipend for the fiscal year for sites which are open for university and technical college courses, DOE programming, and special events offered Monday through Friday, from 4:00 p.m. to 9:45 p.m. and, Saturday, from 8:00 a.m. to 3:00 p.m. (or as scheduled); and having twenty (20) or more total enrollments.

3.3.3 **Level 3.** \$2,500.00 (Twenty-five Hundred Dollar) stipend for the fiscal year for sites which are open for university and technical college courses, DOE programming and special events offered Monday through Friday, 7:00 a.m. to 9:45 p.m. and, Saturday, from 8:00 a.m. to 3:00 p.m. (or as scheduled); and having twenty (20) or more total enrollments.

3.3.4 **Level 4.** Stipend for fiscal year for sites which had fewer than 20 enrollments in that year, and are open for university and technical college courses, DOE programming and special events offered, at a minimum, Monday through Friday, 4:00 p.m. to 9:45 p.m. and Saturday, from 8:00 a.m. to 3:00 p.m. (or as scheduled) shall be computed as follows: \$100 per enrollment.

3.4 **Payment for Participation.** UNIVERSITY shall provide payment on the following basis to RECEIVE SITE, to be disbursed after the add/drop period of the current semester/session. Payments are based upon the official semester/session enrollment report for the Receive Site.

3.4.1 **Per Course Payment.** \$110.63 per course for each course in which students are enrolled at the Receive Site after the official add/drop period.

3.4.2 **Per Enrollment Payment.** \$27.66 for each enrollment (per semester/session) at the Receive Site after the official add/drop period.

3.5 **DOE Programming.** UNIVERSITY shall transmit to RECEIVE SITE instructional ITV programs produced by the Maine Department of Education (DOE). A period of not less than four hours a day, five (5) days per week throughout the year will be available for delivery of DOE programs unless a different schedule is mutually agreed to between UNIVERSITY and DOE.

ARTICLE IV - RECEIVE SITE PERFORMANCE REQUIREMENTS

4.1 **Use of System.** RECEIVE SITE shall use UNIVERSITY COLLEGE/ITV systems primarily and predominantly for interactive television programs provided by UNIVERSITY. If the systems are not so utilized during any given year as shall be reasonably determined by UNIVERSITY through a periodic Site Evaluation, then UNIVERSITY COLLEGE/ITV equipment may be removed from the Receive Site and this Contract shall be automatically terminated after such determination.

4.2 **Appropriate Classroom Facilities.** RECEIVE SITE shall provide classrooms which are appropriate for learning. Classrooms shall include adequate ventilation and heating, lighting, seating and a reasonable barrier to non-classroom noise and distractions. As example only, hallways and closets are not considered appropriate classroom facilities for the purposes of this section.

4.3 **Course Scheduling.** RECEIVE SITE shall communicate with its coordinating University "Site Supervisor" prior to the start of each semester/session to identify and schedule those courses which will be offered at the Receive Site during the upcoming semester/session.

4.4 **Policies and Procedures.** RECEIVE SITE shall abide by and execute the policies and procedures for Receive Site operations, such as distributing classroom materials to ITV students, monitoring classroom activities, and proctoring quizzes, tests and other examinations in the manner set forth in written policy and procedural guidance published by UNIVERSITY.

4.5 **Community Responsibility.** UNIVERSITY encourages RECEIVE SITE to establish a local ITV Advisory Group to engender widespread school and community participation and to mobilize and demonstrate broad community and private sector support from its school and municipal officials and from community-based organizations.

4.6 **Advertising/Marketing.** UNIVERSITY encourages and shall allow RECEIVE SITE to include UNIVERSITY COLLEGE/ITV academic course and other program listings in local marketing advertisements and publications. RECEIVE SITE agrees to consult with UNIVERSITY on appropriate uses of the University's name and logo prior to releasing marketing information. RECEIVE SITE may not use UNIVERSITY COLLEGE programming, either live or video tape, for any commercial or other for-profit purposes or any purpose other than the one for which the program is originally intended by the Program Originator.

4.7 **Viewing Limitations.** RECEIVE SITE shall limit access to and viewing of academic courses to those students who are officially enrolled in same, unless prior approval is obtained from the Faculty Member concerned. RECEIVE SITE shall limit access to and viewing of special events and other non-academic programming to the audience intended or specified by the Program Originator, unless prior approval has been obtained from the originator.

4.8 **Copyright.** All material transmitted over the UNIVERSITY COLLEGE/ITV system is the joint property of UNIVERSITY and the Program Originator, and may not be copied, duplicated, distributed or offered in any manner whatsoever without the express written consent of UNIVERSITY, or as otherwise noted in University policy and procedure guidelines.

4.9 **K-12 Programming.** It is understood that the Maine DOE and local educational agencies are responsible for all programming regarding curriculum for grades Kindergarten through Twelve, and for staffing and materials support as required, when such programming is scheduled with the UNIVERSITY COLLEGE as provided in section 3.5 above.

ARTICLE V - GENERAL PROVISIONS

5.1 **Term.** The term of this Contract shall be for a period of twelve (12) months, covering one fiscal year from July 1, 2008 to June 30, 2009.

5.2 **Renewal.** Given that RECEIVE SITE remains in good standing with UNIVERSITY, as reasonably determined through periodic Site Evaluation, this Contract may be renewed on an annual basis for an additional twelve (12) month term coinciding with the succeeding fiscal year.

5.3 **Early Termination.** This Contract may be terminated by either party upon giving ninety (90) days advance written notice of its election to do so to the other party. Until terminated, all provisions of this contract shall remain in full force and effect.

5.4 **Notice Requirements.** Any and all notice required under this Contract shall be in writing and delivered either personally or by first class, prepaid, United States mail, as follows:

TO UNIVERSITY
UNIVERSITY OF MAINE AT AUGUSTA
Education Services
46 University Drive
Augusta, Maine 04330-9410

TO RECEIVE SITE:

5.5 **Modification of Contract.** This Contract may be amended or modified only by a written document executed by both parties hereto.

5.6 **Choice of Law.** This Contract shall be governed and interpreted according to the laws of the State of Maine.

ARTICLE VI - INSURANCE AND INDEMNITY

Nothing in this Contract shall be construed as an indemnification by one party or the other for liabilities or claims of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this Contract. Any liabilities or claims for property loss or damage or death or personal injury by a party or by third persons, arising out of the performance of this Contract shall be determined according to applicable law. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such liabilities or claims; and each shall continue to enjoy all rights, claims, immunities and defenses available to it under law, including but not limited to the Maine Tort Claims Act, 14 M.R.S.A. §8101, et seq.

Non-waiver: The failure of either party to exercise any of its rights under this Contract for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implies, of any rights under or arising from this Contract shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Contract unless specifically agreed to in writing.

Severability: In the event one or more clauses of this Contract are declared invalid, void, unenforceable or illegal, that shall not affect the validity of the remaining portions of this Contract.

For University-Appointed/Open (Type A) Receive Sites

(Revised 7-09-08)

Entire Agreement: This Contract and the Installation, Maintenance and Repair Agreement set forth the entire agreement of the parties on the subject, and replace and supersede any previous agreement between the parties on the subject, whether oral or written, express or implied. This Contract and the Installation, Maintenance and Repair Agreement contain all of the agreements and conditions made between the parties concerning the ITV Site. There are no collateral agreements, stipulations, promises, understandings or undertakings whatsoever of the respective parties concerning the subject matter of this Contract and the Installation, Maintenance and Repair Agreement.

Force Majeure: Neither party to this Contract shall be liable for non-performance of any obligation under this Contract if such non-performance is caused by a Force Majeure. "Force Majeure" means an unforeseeable cause beyond the control of and without the negligence of the party claiming Force Majeure, including, but not limited to, fire, flood, other severe weather, acts of God, labor strikes, interruption of utility services, war, acts of terrorism, and other unforeseeable accidents.

ARTICLE VII - EXCEPTIONS

7.1 **Exceptions.** Any exceptions to section 2.4 of this contract should be noted in the space below and initialed by both parties. If there are no exceptions, then so state.

IN WITNESS THEREOF, the parties hereto have set their hands and seals

this _____ day of _____, 2008.

For UNIVERSITY OF MAINE AT AUGUSTA

For RECEIVE SITE

Sheri Stevens
Vice President of Administration
University of Maine at Augusta

Name: Ruthi Medcalf
Title: Director
Organization: Sanford Community Adult Ed.

Pilot Partnership
York County Community College and Sanford Community and Adult Education
Spring Semester 2007

This partnership is pilot project between York County Community College (YCCC) and Sanford Community and Adult Education (SCAE) to create an accessible pathway that encourages enrollment in prerequisite coursework offered through Adult Education and aids in their retention in YCCC programs. This partnership is intended for YCCC students with a reading assessment score that indicates adult education coursework is required before enrollment in ENG095 or ENG101. This partnership provides the following:

The Course:

- SCAE's course Pre 095 English meets YCCC's Accuplacer identified prerequisite.
- SCAE's course will be offered on Monday and Wednesdays from 10:00 am – 12:50 pm for nine course weeks beginning January 31st.
- The course will be offered to YCCC students with a reading assessment score that indicated adult education coursework in reading/writing is required before enrolling in YCCC's ENG095 or ENG101.
- Minimum enrollment is six students with an ideal enrollment of 10-12 students.

York County Community College will:

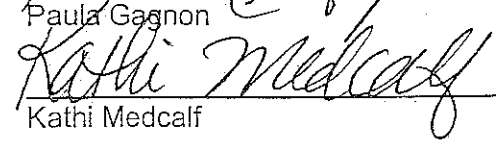
- Promote the course through a targeted mailing and advising referrals for newly admitted students.
- Collect registration forms and pass out a confirmation letter to registered students.
- Provide a post course assessment utilizing Accuplacer.
- Work with the instructor and/or director on assessing student success.
- Assess the retention of the students as indicated through enrollment in either ENG095 or ENG101.
- Review final student portfolios, English Department Chair.
- Reimburse SCAE the cost of the instructor, not to exceed \$1400.
- Contact person to resolve issues that may arise. (Doreen Rogan 646-9282 X212 drogan@yccc.edu).

Sanford Community and Adult Education will:

- Hire an instructor.
- Work with YCCC English Department Chair on assessing student success.
- Promote the course.
- Notify students and the instructor if the course is cancelled for low enrollment.
- Manage books for student use/purchase/rental.
- Contact person to resolve issues that may arise (Kathi Medcalf 490-5145 kmedcalf@sanford.org)


Paula Gagnon

VP/Dean of Academic and Student Affairs, YCCC


Kathi Medcalf

Director of Sanford Adult and Community Education

GENERAL DYNAMICS
Armament and Technical Products

November 20, 2008

Superintendent of Schools,
917 Main Street, Suite 200, Sanford Maine 04073

Re: Letter of Support for Great Works Career and Technical Center

Dear Elizabeth St. Cyr, Superintendent of Schools

General Dynamics Armament and Technical Products Saco Operations supports the Sanford School Departments application for an innovative building project to the Maine Department of Education.

When the Sanford School Department request is funded, GDATP will provide the following elements in a collaborative arrangement to assist in achieving the project goals:

- GDATP will offer Engineering and Technical support in the areas of manufacturing trends and state of the art equipment.
- GDATP is committed to working with the students at Great Works Career & Technical Center by offering opportunities via internships, job shadowing, and by offering career opportunities to qualified individuals.
- GDATP will notify Great Works Career and Technical Center of donation opportunities when there is a surplus of raw materials and tooling.
- We will provide management oversight from our Education, Engineering, and Manufacturing departments to review and critique the discipline specific curriculum.

The Sanford School Department plays a critical role in the development of the workforce essential to General Dynamic's Armament and Technical Product Saco Operation. The Great Works Career and Technical Center platform will empower faculty and students who would not otherwise have opportunities to work together to collaborate and expand this geographic region's breadth and depth of knowledge, and capacity for innovation.

The Sanford School Department is continuing and providing the forum for enhancing the relationship between industry and education that graduates people who bring scientific and technical excellence to their workplaces. Key to our company's future in Saco, Maine is our need for a continuing stream of educated, skilled, and motivated workers from within the region.

Sincerely,



Chuck Bates
Manager, Staff Development

291 North St.
Saco, Maine. 04072
Tel: 207- 283-3611
Fax: 207- 282- 6462

Pratt & Whitney
North Berwick Plant
113 Wells Street
North Berwick, Maine 03906



Pratt & Whitney
A United Technologies Company

Deborah Guimont
Sanford Regional Vocational Center
52 Sanford High Boulevard
Sanford, ME 04073

November 21, 2008

Dear Deborah;

On behalf of Pratt & Whitney, I am happy to write this letter of support for the Greatworks Career and Technical High School initiative.

Pratt & Whitney is a leading developer and producer of gas turbine propulsion systems for both military and commercial aircraft applications. Our plant in North Berwick, Maine has been providing components for this market since 1979. We currently employ 1,450 people who live and were educated locally. We hire most of our employees from the same communities that would be served by Greatworks CTHS: Acton, Alfred, Sanford, Kennebunk, Wells, North Berwick, and Lebanon. The work we perform at our North Berwick location is very technical in nature (machining, welding, materials testing, and inspection) and we require a workforce that is competent in accessing and using the latest in manufacturing technology.

Pratt & Whitney relies upon the local public education system to provide the technically competent workforce we need to remain competitive in a global marketplace. The successful implementation of the Greatworks Career and Technical High School initiative will help assure that we have an ongoing supply of capable workers so that we can continue to compete and to demonstrate to the world that we are the premier source of on time, high quality, and low cost gas turbine engine components.

I wish you success in your bid. The people and businesses in our communities will benefit from your successful effort to establish the Greatworks Career and Technical High School.

Sincerely,

Andrew L. Paul
Mgr, HR Generalist



YORK SCHOOL DEPARTMENT
OFFICE OF THE
SUPERINTENDENT OF SCHOOLS


November 20, 2008

TO WHOM IT MAY CONCERN:

The York School Committee met on November 19, 2008 to review the concept design for the Great Works Project. After the initial presentation and subsequent discussion, the School Committee unanimously endorsed the concept and supported the project moving forward. The School Committee felt the concept of the Great Works Project would provide needed opportunities for students who are currently being underserved. Delivering career and technical education through the design presented in the Great Works Project would serve an unmet need and provide a comprehensive educational program within one setting.

In the interest of providing access to educational opportunities for all students, the York School Committee supports and advocates for this project.

Sincerely,


Dr. Henry R. Scipione
Superintendent of Schools

cc: Marilyn Zotos, Chair
York School Committee



WELLS-OGUNQUIT COMMUNITY SCHOOL DISTRICT

P.O. Box 578, 1332 Post Road, Wells, Maine 04090.
TEL (207) 646-8331 * FAX (207) 646-0314 * TDD (207) 646-7892
<http://wocsd.org>



EDWARD R. McDONOUGH
SUPERINTENDENT OF SCHOOLS

KAREN ROPES
SPECIAL SERVICES DIRECTOR

IRA O. WALTZ
ASSISTANT SUPERINTENDENT OF SCHOOLS

SCOTT J. SMITH
DIRECTOR OF FINANCE AND HUMAN RESOURCE

November 21, 2008

Deborah Guimont, Regional Director
Sanford Regional Vocational Center
52 Sanford High School Boulevard
Sanford, Me 04073

Dear Ms. Guimont:

The Wells-Ogunquit C.S.D. School Committee, at its November 19, 2008 meeting, voted unanimously to support the work of the Great Works Visioning Team and its application to the State for an integrated career and technical center located on the same site as Sanford High School.

The Wells-Ogunquit C.S.D. School Committee is excited about a four year Great Works Career and Technical Education 9-16 learning campus to meet the diverse needs of our student population.

Please include this letter of support of your application. On behalf of the Wells-Ogunquit C.S.D. School Committee, we thank you, the Sanford School Committee and the participants on the visioning team for your efforts.

Sincerely,

Edward McDonough
Superintendent of Schools

Cc: Commissioner of Education Susan Gendron

Enclosure: September 8, 2006 position statement



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KENNETH SPINNEY
SPECIAL SERVICES DIRECTOR

IRA O. WALTZ
ASSISTANT SUPERINTENDENT OF SCHOOLS

SCOTT J. SMITH
DIRECTOR OF FINANCE AND HUMAN RESOURCE

September 8, 2006

Deborah Guimont, Regional Director
Sanford Regional Vocational Center
52 Sanford High School Boulevard
Sanford, ME 04073

Dear Ms. Guimont:

The Wells-Ogunquit C.S.D. School Committee, at their September 6, 2006 meeting, voted unanimously to adopt a position statement regarding the future of vocational education in southern York County.

They recognize the need to explore a new model for the delivery of vocational education in York County and acknowledge that the existing program is not meeting the diverse needs of our student population and the crucial need for highly trained, skilled employees for southern York County. There are a critical number of students competing for limited space in the programs. Only 60 percent of the students who apply are accepted because of space restrictions.

The Wells-Ogunquit C.S.D. School Committee supports exploring delivery models that will allow greater student participation, provide additional diverse programming and allow for more intensive training while still meeting the goals and standards of the Maine Learning Results.

There is a renewed commitment from area businesses and industry to support the expansion of programs and the potential to provide a highly trained work force in southern York County. This will ultimately have a positive economic impact for our area as well as the State of Maine.

The Wells-Ogunquit C.S.D. School Committee is asking the State School Board to partner with the Sanford Regional Vocational Center to explore and pilot a new model for vocational education that will meet the changing demands for a skilled, highly trained work force in southern York County.

Sincerely,

Edward McDonough
Superintendent of Schools

Cc: Commissioner of Education Sue Gendron

November 24, 2008

Betsy St Cyr, Superintendent
Sanford School Department
917 Maine Street, Suite 200
Sanford, ME 04073

Dear Ms. St. Cyr:

I am writing in response to your letter to me of November 14, 2008, regarding your request for guidance with respect to two issues articulated below:

“Currently, the Sanford School Department through initiatives of Sanford High School, Sanford Regional Vocational Center and Sanford Adult and Community Education has: Early College enrollment agreements, University College Contract for ITV / Distance Learning College programs. Dual Enrollments at YCCC, SMCC, CMCC Husson and McIntosh Colleges. The issue here is, will this change with respect to the enclosed letter from Dr. Lyons?”

The second issue relates to the site selection and funding of a Creative One Time Integrated Gr 9 – 16 Educational Facility. It is our understanding that should the State Board select a project for funding under Resolve 223 / L.D. 2175, there would be a non-competing legislative directed funding stream, separate from the traditional MDOE Approved School Construction format. The issue here is Dr. Lyons’ reluctance to support the project without a clear understanding of a secure funding mechanism. The issue is out of the control of the project participants and subject to funding from the legislature.

We cannot comply with Dr. Lyons’ request for a “concrete proposal to address these key issues” because it is out of the scope of the project application.”

The Resolve, which initiated refinements to Maine Department of Education Regulation Chapter 61, articulates very specific elements for the innovative proposal as well as the regulatory process and the funding.

Resolve, To Ensure Support for a Model of Consolidated and Integrated Secondary and Postsecondary Education

Sec. 1. Model of consolidated and integrated secondary and postsecondary education. Resolved: That the Department of Education shall recommend to the State Board of Education an innovative model of consolidated and integrated secondary and postsecondary education that includes facilities for:

1. A regional high school;
2. A fully integrated career and technical high school;
3. A higher education center that will provide courses and degrees from both the University of Maine System and the Maine Community College System; and
4. Centers of excellence that will provide industry-specific training; and be it further

Sec. 2. Criteria. Resolved: That the model selected pursuant to section 1 must:

1. Promote the development of a "one campus" design, where all facilities are located on one site, providing a streamlined and integrated learning experience for students of all ages;
2. Integrate and consolidate administrative responsibilities on the campus wherever possible, thereby reducing costs for overhead and shared functions;
3. Be located in a region with high schools whose consolidation would benefit future generations of students and provide reduced costs to the communities involved;
4. Have an advisory body that is integrated with the local economy, including the community involvement of students, citizens, business leaders, teachers, parents and organizations to promote both employment opportunities for students and citizens and a skilled workforce optimal for economic development; and
5. Serve as an example for other school districts and areas of the State; and be it further

Sec. 3. Emergency rules. Resolved: That, pursuant to the Maine Revised Statutes Title 5, section 8073 and not later than October 31, 2008, the State Board of Education is authorized to adopt major substantive rules on an emergency basis to amend "Chapter 61: State Board of Education Rules for Major Capital School Construction Projects" to ensure that an innovative model as recommended pursuant to section 1 can be implemented as soon as funds are made available. The emergency rules must be based on the criteria established in sections 1 and 2. The State Board of Education shall also file provisionally adopted rules by December 31, 2008 that amend "Chapter 61: State Board of Education Rules for Major Capital School Construction Projects" to ensure that an innovative model can be implemented as soon as funds are made available; and be it further

Sec. 4. Funding for construction. Resolved: That the Department of Education shall ensure that future construction funding for the comprehensive high school and career and technical high school portions of the model recommended pursuant to section 1 is included in the next available round of new school construction funding in this State. Notwithstanding the Maine

Revised Statutes, Title 20-A, section 15905, subsection 1, paragraph A-1 and not later than December 31, 2008, the Commissioner of Education shall recommend an increase in the debt ceiling effective in fiscal year 2011-12 to create a pool of available funds for the innovative model based on the criteria set forth in sections 1 and 2. Funds used for the innovative model selected pursuant to this resolve may not impact the funds that would normally be used for new school construction projects that are prioritized and selected under the current guidelines set forth in "Chapter 61: State Board of Education Rules for Major Capital School Construction Projects"; and be it further

Sec. 5. Deadline for selection of model. Resolved: That, not later than December 31, 2008, the Department of Education shall recommend, and the State Board of Education shall select, a qualified applicant to implement the innovative model pursuant to this resolve based on the emergency rules established pursuant to section 3.

The Resolve reflects that "the Commissioner of Education shall recommend an increase in the debt ceiling effective in fiscal year 2011-12 to create a pool of available funds for the innovative model based on the criteria set forth in Sections 1 and 2. Funds used for the innovative model selected pursuant to this resolve may not impact the funds that would normally be used for new school construction projects that are prioritized and selected under the current guidelines set forth in "Chapter 61: State Board of Education Rules for Major Capital School Construction Projects". Therefore, the funding is separate from the current school construction fund. Section 3 of the Resolve indicates that "an innovative model can be implemented as soon as funds are made available."

The State Board has completed the APA process and has adopted an emergency regulation for the innovative projects and has solicited applications for Department review in December. The "Department of Education shall recommend, and the State Board of Education shall select, a qualified applicant to implement the innovative model," pursuant to the Resolve. However, the implementation of the selected application is contingent on the securing of specific funding for the purpose. Therefore it is not possible for you to provide neither a site selection nor the funding to Dr. Lyons. As Jaci Holmes indicated to you on the phone last week, a letter from the Community College system could reflect the support of the project in the form of continuation of existing articulation agreements and early college initiatives.

I hope this guidance is helpful. I have also copied Dr. Lyons so that he might understand the implications of the Resolve and the manner in which he could support the proposal without opening an additional center.

Sincerely,

Susan A. Gendron
Commissioner of Education

SAG:klb

c: Dr. Charles M. Lyons, President, York County Community College
Ms. Deb Guimont, Director, Sanford Regional Vocational Center
Lyndon Keck, AIA, LEED^{AP}, PTD Architects
The Honorable Senator John Courtney
Scott Brown, AIA, LEED^{AP}, Director of School Facilities, Department of Education

**Pilot Partnership
York County Community College and Sanford Community and Adult Education
Spring Semester 2007**

This partnership is pilot project between York County Community College (YCCC) and Sanford Community and Adult Education (SCAE) to create an accessible pathway that encourages enrollment in prerequisite coursework offered through Adult Education and aids in their retention in YCCC programs. This partnership is intended for YCCC students with a reading assessment score that indicates adult education coursework is required before enrollment in ENG095 or ENG101. This partnership provides the following:

The Course:

- SCAE's course Pre 095 English meets YCCC's Accuplacer identified prerequisite.
- SCAE's course will be offered on Monday and Wednesdays from 10:00 am – 12:50 pm for nine course weeks beginning January 31st.
- The course will be offered to YCCC students with a reading assessment score that indicated adult education coursework in reading/writing is required before enrolling in YCCC's ENG095 or ENG101.
- Minimum enrollment is six students with an ideal enrollment of 10-12 students.

York County Community College will:

- Promote the course through a targeted mailing and advising referrals for newly admitted students.
- Collect registration forms and pass out a confirmation letter to registered students.
- Provide a post course assessment utilizing Accuplacer.
- Work with the instructor and/or director on assessing student success.
- Assess the retention of the students as indicated through enrollment in either ENG095 or ENG101.
- Review final student portfolios, English Department Chair.
- Reimburse SCAE the cost of the instructor, not to exceed \$1400.
- Contact person to resolve issues that may arise. (Doreen Rogan 646-9282 X212 drogan@yccc.edu).

Sanford Community and Adult Education will:

- Hire an instructor.
- Work with YCCC English Department Chair on assessing student success.
- Promote the course.
- Notify students and the instructor if the course is cancelled for low enrollment.
- Manage books for student use/purchase/rental.
- Contact person to resolve issues that may arise (Kathi Medcalf 490-5145 kmedcalf@sanford.org)


Paula Gagnon

VP/Dean of Academic and Student Affairs, YCCC


Kathi Medcalf

Director of Sanford Adult and Community Education

Articulation Partnership York County Community College and Sanford Community Adult Education

This partnership is made between York County Community College (YCCC) and Sanford Community and Adult Education (SCAE) to create a transitional pathway. This partnership is intended for Sanford Community Adult Education **ROAD to College Certificate** program students and SCAE students who take college transitions classes, to improve their college aspirations, and to provide a comfortable and inexpensive pathway to college. This articulation partnership is for students who enroll in the SCAE **ROAD to College Certificate** program during the 2007-2008 academic year.

The **ROAD to College Certificate** Program Overview:

- Completion of (with a grade of 80 or better in each class) or equivalent Accuplacer Score in the following courses:
 1. Math Fundamentals
 2. Math Applications
 3. Algebra 1
 4. Algebra 2
 5. English Composition/Writing I
 6. Reading in the Content Areas
 7. Writing II: Research and Critical Thought
 8. Computer Literacy
 9. Computer Applications
 10. How Do I Get There From Here?
- Courses will be offered at SCAE over the course of the 07-08 school year, with the How Do I Get There From Here Class meeting at YCCC several times over the course of it's duration.
- The courses will be offered to SCAE College Transitions students and any student interested in this schedule and format.

The Articulation:

- Successful completion (with a grade of 80% or better in each class or equivalent Accuplacer Score) of the **ROAD** certificate program will be equivalent to passing scores in MAT 091, C97 and ENG 095, allowing students to meet prerequisites.
- Successful completion of the **ROAD** certificate program will give GEN 100 credit to students enrolling at YCCC.
- Successful completion (80% B- or better or equivalent Accuplacer scores) of SCAE's Math Fundamentals and Math Applications will meet YCCC's prerequisite requirements for MAT091 Basic Math Skills.
- Successful completion (80% B- or better or equivalent Accuplacer scores) of SCAE's Algebra 1 and Algebra 2 courses will be equivalent to a passing score in YCCC's MAT097 Basic Algebra.
- Successful completion (80% B- or better or equivalent Accuplacer scores) of SCAE's English Composition/Writing I, Reading in the Content Areas and Writing II: Research and Critical Thought will be equivalent to a passing score in ENG 095-Reading and Writing Workshop.

Sanford Community and Adult Education will:

- Handle all administration of all course registrations and instruction.
- Promote the **ROAD** program.

- Provide proof of successful completion of the **ROAD Program** for students seeking to register at YCCC.
- Provide YCCC with any changes in the curriculum outlines for the courses mentioned above.
- Provide students or YCCC Enrollment Services with an official grade (numerical on a 100 scale) of all courses.
- Provide proof of class success for students seeking to register at YCCC.
- Provide a workshop for admissions people at YCCC about the ROAD program.
- Contact person to resolve issues that may arise (Kathi Medcalf 490-5145 kmedcalf@sanford.org).

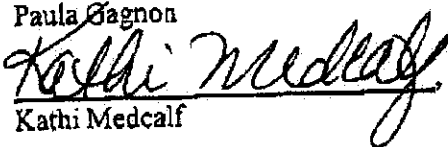
York County Community College will:

- Provide space if available on campus for the 'How Do I Get There From Here' class to meet.
- Provide tours and set up class visits for ROAD program students.
- Provide help scheduling the workshop with admissions staff.
- Promote **The ROAD to College Certificate** program to students needing multiple developmental classes.
- Provide a designated admissions counselor for SCAE students.
- Contact person for student referrals. (Jess Shaffer 646-9282 X307)
- Contact person to resolve issues that may arise. (Doreen Rogan 646-9282 X212)

dragan@yccc.edu


Paula Gagnon

VP/Dean of Academic and Student Affairs, YCCC


Kathi Medcalf

Director of Sanford Adult and Community Education

UNIVERSITY COLLEGE RECEIVE SITE CONTRACT

This Contract, numbered 08-050 is made by and between the University of Maine System (UNIVERSITY), acting through the University of Maine at Augusta, and

Sanford on behalf of Sanford Comm. Adult Ed. (RECEIVE SITE).
(School District/Organization/Company) (Name of Receive Site)

having been approved for participation in University College's interactive television (ITV) and supporting systems, through either the Maine Department of Education (DOE) RFP procedure or by determination of University College officials based on University of Maine System mission.

RECITALS

WHEREAS, UNIVERSITY, through University College, has installed and implemented a statewide ITV system with the objective of providing access to University and other post-secondary and specialized education courses to the citizens of the State of Maine, and

WHEREAS, RECEIVE SITE has been invited to participate in this program by either DOE or UNIVERSITY for the purpose of receiving televised educational instruction and to provide classroom facilities for students participating in such programs, and

WHEREAS, UNIVERSITY has agreed to purchase and install the equipment necessary to receive University College ITV channels and operate ITV classrooms at the Receive Site, *plus 2*

video conferencing rooms.
NOW THEREFORE, in consideration of the mutual promises, representations, and other agreements herein contained, the parties agree as follows:

ARTICLE I - RECEIVE SITE EQUIPMENT AND COSTS

1.1 Equipment Ownership. UNIVERSITY shall own all equipment purchased and installed by UNIVERSITY to comprise the UNIVERSITY COLLEGE/ITV signal reception, signal distribution, classroom and supporting systems at the Receive Site.

1.2 Installation, Maintenance and Repair. UNIVERSITY and RECEIVE SITE shall be responsible for equipment installation, maintenance, repair and replacement as agreed to in a separate Installation, Maintenance and Repair Agreement.

1.3 Removal of Equipment. Upon termination of this Contract, UNIVERSITY shall remove all UNIVERSITY COLLEGE/ITV, and supporting equipment installed at the Receive Site, as agreed to in a separate Installation, Maintenance and Repair Agreement.

1.4 Disturbance of Equipment. RECEIVE SITE agrees not to remove, relocate, modify or dispose of any equipment associated with UNIVERSITY COLLEGE/ITV and supporting systems.

without the express written consent of UNIVERSITY. RECEIVE SITE shall pay all costs involved in the occurrence of said actions within the Receive Site exclusive of those approved or executed by UNIVERSITY.

1.5 **Start-up Costs.** UNIVERSITY shall be responsible for all one-time costs incurred in conjunction with the procurement, construction and installation of UNIVERSITY COLLEGE/ITV *and* equipment and supporting telecommunication line requirements at the Receive Site. *and videoconferencing*

1.6 **Operating Costs.** Costs incurred in conjunction with Receive Site operation shall be handled as follows. *and videoconferencing*

1.6.1 UNIVERSITY shall be responsible for the cost of: *and videoconferencing* ITV/signal delivery and technical support; line charges for classroom phones, PC modem, and fax machine; administrative materials supporting academic activities; computer software applications; video tape supply; and, payments to RECEIVE SITE for services and participation as per Sections 3.3 and 3.4.

1.6.2 RECEIVE SITE shall be responsible for the cost of: ensuring student safety as per Section 2.6; ITV support staff services beyond payments from UNIVERSITY as per Section 3.3; and, building utilities and maintenance in support of ITV classroom operation described in Section 4.2, beyond payments from UNIVERSITY as per Section 3.4.

ARTICLE II - RECEIVE SITE CHARACTERISTICS

2.1 **Receive Site Coordinator.** RECEIVE SITE shall appoint and reappoint, whenever necessary, from its staff a Receive Site Coordinator with direct responsibility and authority to assist and work with UNIVERSITY, or its agents and contractors, on all matters pertaining to RECEIVE SITE operations, as prescribed by a separate job description and by written policy and procedural guidance published by UNIVERSITY. Also, RECEIVE SITE shall provide from its staff such other support personnel as may be required to operate the UNIVERSITY COLLEGE/ITV system at the Receive Site during the scheduled program hours designated in Section 2.4 below.

2.2 **Receive Site Coordinator Status.** The Receive Site Coordinator and all other staff appointed or designated by RECEIVE SITE to assist in receiving programs on the network shall at all times be deemed to be employees of RECEIVE SITE and not employees of UNIVERSITY for any reason, and shall not be entitled to any benefits from the University as required by law under the Maine Worker's Compensation Act, or any other statutory or employment benefits offered to University employees.

2.3 **Access and Participation.** RECEIVE SITE shall allow access to and offer enrollment in UNIVERSITY COLLEGE/ITV programs at the Receive Site to people from the general community. In this sense, RECEIVE SITE shall be considered an "open site."

2.4 Operating Hours. RECEIVE SITE shall select *one* of the following to designate its operating hours during the Contract term. The level selected should encompass all semesters and sessions for the upcoming academic year (Summer/Fall/Spring). Any exceptions to the choices offered below must be noted and initialed by both parties in Article VII.

2.4.1 **Schedule A. Monday through Friday** -- offer classes from 4:00 p.m. to 9:45 p.m. in facilities designated for the purpose; **Saturday** -- offer classes from 8:00 a.m. to 3:00 p.m., or as scheduled during the day.

2.4.2 ✓ **Schedule B. Monday through Friday** -- offer classes before 4:00 p.m., from 7:00 a.m./p.m. to 9:45 p.m. in facilities designated for that purpose; **Saturday** -- offer classes from 8:00 a.m. to 3:00 p.m., or as scheduled during the day.

2.5 Program Viewing. RECEIVE SITE shall select *one* of the following to indicate the number of channels over which ITV programming can be viewed simultaneously after 4:00 p.m. RECEIVE SITE shall fully equip one ITV classroom for each channel selected for simultaneous viewing.

 One channel; Two channels; Three channels; ✓ Four channels

plus 2 videoconference rooms
2.6 Student Safety. RECEIVE SITE shall be responsible for maintaining its premises in a manner that accords students a safe environment for learning. RECEIVE SITE shall provide adequate lighting in all parking areas, entrances, hallways and classrooms and shall ensure that said lighting remains illuminated until the last UNIVERSITY COLLEGE/ITV student leaves the building for the evening. RECEIVE SITE shall also designate and provide an employee of RECEIVE SITE to remain in the building until the last UNIVERSITY COLLEGE/ITV class of the evening has ended and the last UNIVERSITY COLLEGE/ITV student at the site has left the building for the evening.

2.7 Disabilities and Discrimination. The Americans with Disabilities Act of 1990 requires that all University of Maine System programs, including UNIVERSITY COLLEGE/ITV classes at Receive Sites, be accessible to people with disabilities.

2.7.1 RECEIVE SITE agrees that it shall comply with the requirements of the Americans with Disabilities Act of 1990, in performing under this Contract.

2.7.2 RECEIVE SITE must provide UNIVERSITY with a completed UMS ADA Building Evaluation Checklist and, if necessary, Transition Plan indicating that UNIVERSITY COLLEGE/ITV classrooms at the Receive Site meet, or will meet, ADA requirements. RECEIVE SITE must submit said documentation to UNIVERSITY prior to the installation of any UNIVERSITY COLLEGE/ITV equipment.

2.7.3 RECEIVE SITE will be responsible for addressing disability accommodation requests involving Receive Site physical plant accessibility.

For University-Appointed/Open (Type A) Receive Sites

(Revised 7-09-08)

2.7.4 UNIVERSITY will be responsible for addressing disability accommodation requests involving technical matters related to UNIVERSITY COLLEGE/ITV and supporting equipment.

2.7.5 RECEIVE SITE and UNIVERSITY shall not discriminate and shall comply with all applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, sexual orientation including transgender status or gender expression, national origin or citizenship status, age, disability, or veteran status. RECEIVE SITE and UNIVERSITY will provide reasonable accommodations to qualified individuals with disabilities upon request. UNIVERSITY encourages RECEIVE SITE in the employment of individuals with disabilities.

2.8 **Fire Code.** All RECEIVE SITE facilities used under this Contract shall comply with the Maine Fire Safety Code and all other applicable regulations.

ARTICLE III - UNIVERSITY SERVICES & SUPPORT

3.1 **ITV Channels & Supporting Systems.** Where technically possible UNIVERSITY shall make available to RECEIVE SITE all operational ITV channels, as determined by regional channel capacity, and supporting systems in RECEIVE SITE's geographical region.

3.2 **Training and Technical Assistance.** UNIVERSITY shall provide RECEIVE SITE with the necessary procedural and technical training for Receive Site Coordinators and other ITV support staff, and access to a technical assistance Help Line during periods of Receive Site use to assure proper and reliable operation of UNIVERSITY COLLEGE/ITV equipment and facilities. On-site technical assistance will be conducted as specifies in a separate Installation, Maintenance and Repair Agreement.

3.3 **Payment for Services.** UNIVERSITY shall provide payment to RECEIVE SITE for services on the following basis, to be disbursed annually following receipt of a signed Contract. To qualify for payment at Levels 2 or 3, RECEIVE SITE must offer courses during Fall, Spring, and Summer terms. Enrollment figures used to compute payments above Level 1 are taken from the entire previous fiscal year. Payments are limited to one level per Receive Site per fiscal year.

3.3.1 **Level 1.** \$2,000.00 (Two Thousand Dollar) basic stipend for the fiscal year. This is the starting point for receive sites during the first year of operation.

3.3.2 **Level 2.** \$2,200.00 (Twenty-two Hundred Dollar) stipend for the fiscal year for sites which are open for university and technical college courses, DOE programming, and special events offered Monday through Friday, from 4:00 p.m. to 9:45 p.m. and, Saturday, from 8:00 a.m. to 3:00 p.m. (or as scheduled); and having twenty (20) or more total enrollments.

3.3.3 Level 3. \$2,500.00 (Twenty-five Hundred Dollar) stipend for the fiscal year for sites which are open for university and technical college courses, DOE programming and special events offered Monday through Friday, 7:00 a.m. to 9:45 p.m. and, Saturday, from 8:00 a.m. to 3:00 p.m. (or as scheduled); and having twenty (20) or more total enrollments.

3.3.4 Level 4. Stipend for fiscal year for sites which had fewer than 20 enrollments in that year, and are open for university and technical college courses, DOE programming and special events offered, at a minimum, Monday through Friday, 4:00 p.m. to 9:45 p.m. and Saturday, from 8:00 a.m. to 3:00 p.m. (or as scheduled) shall be computed as follows: \$100 per enrollment.

3.4 Payment for Participation. UNIVERSITY shall provide payment on the following basis to RECEIVE SITE, to be disbursed after the add/drop period of the current semester/session. Payments are based upon the official semester/session enrollment report for the Receive Site.

3.4.1 Per Course Payment. \$110.63 per course for each course in which students are enrolled at the Receive Site after the official add/drop period.

3.4.2 Per Enrollment Payment. \$27.66 for each enrollment (per semester/session) at the Receive Site after the official add/drop period.

3.5 DOE Programming. UNIVERSITY shall transmit to RECEIVE SITE instructional ITV programs produced by the Maine Department of Education (DOE). A period of not less than four hours a day, five (5) days per week throughout the year will be available for delivery of DOE programs unless a different schedule is mutually agreed to between UNIVERSITY and DOE.

ARTICLE IV - RECEIVE SITE PERFORMANCE REQUIREMENTS

4.1 Use of System. RECEIVE SITE shall use UNIVERSITY COLLEGE/ITV systems primarily and predominantly for interactive television programs provided by UNIVERSITY. If the systems are not so utilized during any given year as shall be reasonably determined by UNIVERSITY through a periodic Site Evaluation, then UNIVERSITY COLLEGE/ITV equipment may be removed from the Receive Site and this Contract shall be automatically terminated after such determination.

4.2 Appropriate Classroom Facilities. RECEIVE SITE shall provide classrooms which are appropriate for learning. Classrooms shall include adequate ventilation and heating, lighting, seating and a reasonable barrier to non-classroom noise and distractions. As example only, hallways and closets are not considered appropriate classroom facilities for the purposes of this section.

4.3 Course Scheduling. RECEIVE SITE shall communicate with its coordinating University "Site Supervisor" prior to the start of each semester/session to identify and schedule those courses which will be offered at the Receive Site during the upcoming semester/session.

4.4 Policies and Procedures. RECEIVE SITE shall abide by and execute the policies and procedures for Receive Site operations, such as distributing classroom materials to ITV students, monitoring classroom activities, and proctoring quizzes, tests and other examinations in the manner set forth in written policy and procedural guidance published by UNIVERSITY.

4.5 Community Responsibility. UNIVERSITY encourages RECEIVE SITE to establish a local ITV Advisory Group to engender widespread school and community participation and to mobilize and demonstrate broad community and private sector support from its school and municipal officials and from community-based organizations.

4.6 Advertising/Marketing. UNIVERSITY encourages and shall allow RECEIVE SITE to include UNIVERSITY COLLEGE/ITV academic course and other program listings in local marketing advertisements and publications. RECEIVE SITE agrees to consult with UNIVERSITY on appropriate uses of the University's name and logo prior to releasing marketing information. RECEIVE SITE may not use UNIVERSITY COLLEGE programming, either live or video tape, for any commercial or other for-profit purposes or any purpose other than the one for which the program is originally intended by the Program Originator.

4.7 Viewing Limitations. RECEIVE SITE shall limit access to and viewing of academic courses to those students who are officially enrolled in same, unless prior approval is obtained from the Faculty Member concerned. RECEIVE SITE shall limit access to and viewing of special events and other non-academic programming to the audience intended or specified by the Program Originator, unless prior approval has been obtained from the originator.

4.8 Copyright. All material transmitted over the UNIVERSITY COLLEGE/ITV system is the joint property of UNIVERSITY and the Program Originator, and may not be copied, duplicated, distributed or offered in any manner whatsoever without the express written consent of UNIVERSITY, or as otherwise noted in University policy and procedure guidelines.

4.9 K-12 Programming. It is understood that the Maine DOE and local educational agencies are responsible for all programming regarding curriculum for grades Kindergarten through Twelve, and for staffing and materials support as required, when such programming is scheduled with the UNIVERSITY COLLEGE as provided in section 3.5 above.

ARTICLE V - GENERAL PROVISIONS

5.1 Term. The term of this Contract shall be for a period of twelve (12) months, covering one fiscal year from July 1, 2008 to June 30, 2009.

5.2 **Renewal.** Given that RECEIVE SITE remains in good standing with UNIVERSITY, as reasonably determined through periodic Site Evaluation, this Contract may be renewed on an annual basis for an additional twelve (12) month term coinciding with the succeeding fiscal year.

5.3 **Early Termination.** This Contract may be terminated by either party upon giving ninety (90) days advance written notice of its election to do so to the other party. Until terminated, all provisions of this contract shall remain in full force and effect.

5.4 **Notice Requirements.** Any and all notice required under this Contract shall be in writing and delivered either personally or by first class, prepaid, United States mail, as follows:

TO UNIVERSITY

UNIVERSITY OF MAINE AT AUGUSTA

Education Services

46 University Drive

Augusta, Maine 04330-9410

TO RECEIVE SITE:

5.5 **Modification of Contract.** This Contract may be amended or modified only by a written document executed by both parties hereto.

5.6 **Choice of Law.** This Contract shall be governed and interpreted according to the laws of the State of Maine.

ARTICLE VI - INSURANCE AND INDEMNITY

Nothing in this Contract shall be construed as an indemnification by one party or the other for liabilities or claims of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this Contract. Any liabilities or claims for property loss or damage or death or personal injury by a party or by third persons arising out of the performance of this Contract shall be determined according to applicable law. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such liabilities or claims; and each shall continue to enjoy all rights, claims, immunities and defenses available to it under law, including but not limited to the Maine Tort Claims Act, 14 M.R.S.A. §8101, et seq.

Non-waiver: The failure of either party to exercise any of its rights under this Contract for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implies, of any rights under or arising from this Contract shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Contract unless specifically agreed to in writing.

Severability: In the event one or more clauses of this Contract are declared invalid, void, unenforceable or illegal, that shall not affect the validity of the remaining portions of this Contract.

For University-Appointed/Open (Type A) Receive Sites

(Revised 7-09-08)

Entire Agreement: This Contract and the Installation, Maintenance and Repair Agreement set forth the entire agreement of the parties on the subject, and replace and supersede any previous agreement between the parties on the subject, whether oral or written, express or implied. This Contract and the Installation, Maintenance and Repair Agreement contain all of the agreements and conditions made between the parties concerning the ITV Site. There are no collateral agreements, stipulations, promises, understandings or undertakings whatsoever of the respective parties concerning the subject matter of this Contract and the Installation, Maintenance and Repair Agreement.

Force Majeure: Neither party to this Contract shall be liable for non-performance of any obligation under this Contract if such non-performance is caused by a Force Majeure. "Force Majeure" means an unforeseeable cause beyond the control of and without the negligence of the party claiming Force Majeure, including, but not limited to, fire, flood, other severe weather, acts of God, labor strikes, interruption of utility services, war, acts of terrorism, and other unforeseeable accidents.

ARTICLE VII - EXCEPTIONS

7.1 **Exceptions.** Any exceptions to section 2.4 of this contract should be noted in the space below and initialed by both parties. If there are no exceptions, then so state.

IN WITNESS THEREOF, the parties hereto have set their hands and seals

this _____ day of _____, 2008.

For UNIVERSITY OF MAINE AT AUGUSTA

For RECEIVE SITE

Sheri Stevens
Vice President of Administration
University of Maine at Augusta

Name: *Ruth Medcalf*
Title: *Director*
Organization: *Sanford Community Adult Ed.*



University College Education Services
University of Maine System

November 19, 2008

Elizabeth St. Cyr, Superintendent of Schools
Sanford School Department
917 Main Street, Suite 200
Sanford, Maine 04073

Dear Superintendent St. Cyr,

Thank you for giving University College the opportunity to write in support of the Sanford School Department's application to the Maine Department of Education for an innovative building project. There is no question that the co-location of Sanford High School and the Great Works Career and Technical Center on one campus will provide opportunities to realize significant cost savings while expanding programming for students in both schools: strong academic courses for students pursuing technical careers and real-world problem-solving opportunities for traditional college-bound students.

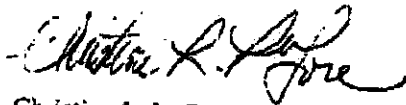
For more than twenty years we have enjoyed working closely with Sanford town and school officials to deliver post-secondary education opportunities to citizens in Sanford and the surrounding towns. That relationship has grown even stronger now that Sanford Community and Adult Education (SCAE) staff are under contract to support University of Maine system Interactive Television (ITV) students. SCAE Director Kathi Medcalf and her staff are doing a wonderful job welcoming our University students to their center, helping them master ITV and videoconferencing technology, proctoring their exams, and providing encouragement and moral support.

If there are sufficient numbers of students and available resources to justify offering onsite university courses in the Sanford area, we will be happy to work with the UMS campuses to provide course offerings either at the SCAE site or at the new location. York County advisor, Cindy Young, is available to work with students of all ages, to help them identify the courses and programs that will meet their needs - whether those courses are face to face or at a distance, in York County or elsewhere in Maine. She will continue to work with Sanford teenagers who qualify for the High School Aspirations program, helping them identify courses that will ease their entry to the college world.

46 UNIVERSITY DRIVE • AUGUSTA, ME 04330 • 1-800-868-7000 (IN STATE) • 207-621-3408 • FAX: 207-621-3420
A Community College Partner

Please keep us in mind as you continue your work on this project. The staff at University College in Saco is dedicated to bringing University of Maine System programming to as many York County learners as practicable. We look forward to continuing our productive, collaborative relationship with the Sanford School Department.

Sincerely,



Christine L. LeGore
Director of Distance Education

**husseyseating**

YOUR PARTNER FOR SEATING SOLUTIONS

November 25, 2008

Elizabeth St. Cyr
Superintendent of Schools
917 Main Street
Suite 200
Sanford ME 04073

RE: Great Works Career and Technical Center

Dear Betsy:

Please accept this letter as a wholehearted and enthusiastic reference of support for the vision of a new career and technical school based in Sanford and serving the greater York County region.

For Maine employers in York County, including my business, to be successful in the coming years, one of our most critical resources will be a skilled workforce. There are serious shortages facing us in the next five years, and the development of this center will be a critical piece of the overall solution to workforce development. I am impressed with the vision and planning put forth in the proposed school, and trusts that the Department of Education will see fit to approve this.

York County is one of the true economic engines of the State, and has not always had the commensurate resources to go with our impact. This is a great opportunity to make a difference. Thank you for your leadership.

Sincerely yours,

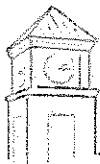
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YORK COUNTY
COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT
DR. CHARLES M. LYONS

November 26, 2008

Ms. Elizabeth J. St. Cyr, Superintendent
Sanford School Department
917 Main Street, Suite 200
Sanford ME 04073

Dear Superintendent St. Cyr:

I have had an opportunity to review your summary of Sanford's proposal for the development of a new Sanford High School and the Great Works Career and Technical Center within a consolidated and integrated secondary and postsecondary educational model.

It is with great pleasure that I offer my support for this proposal. As one who works daily, to attract more York County young people to go on to college, in whatever manner, and wherever they choose, I can testify personally for the need we have for the model you are proposing.

You have my best wishes as this proposal progresses. The people of our county surely deserve the opportunities this project will provide for them.

Cordially,

Dr. Charles M. Lyons
President

Brown, Scott

From: Liz Dudgeon [ldudgeon@sanford.org]
Sent: Monday, December 01, 2008 8:30 AM
To: Brown, Scott
Cc: Bossie, Karen L
Subject: FW: from John Fitzsimmons

Importance: High

Scott, Betsy asked that this information be forwarded to you...this is background info regarding the letter you received from Dr. Lyons (YCCC) as part of Sanford's application.

Liz Dudgeon
Sanford School Department
207 608 8701

-----Original Message-----

From: Charlie Lyons
To: Betsy St. Cyr (bstcyr@sanford.org)
Cc: Monica Dumont
Sent: Nov 25, 2008 5:27 PM
Subject: FW: from John Fitzsimmons

Betsy, I just wanted you to see the note that Fitz sent to Sue this afternoon, since it permitted me to give you the endorsement which I will send tomorrow morning. Cheers! Charlie

From: Ellyn Chase [echase@mccs.me.edu]
Sent: Tuesday, November 25, 2008 5:09 PM
To: Charlie Lyons
Subject: FW: from John Fitzsimmons

Charlie,
Just an FYI for you.....John wanted you to see the email that he sent to Sue Gendron this afternoon.
El

Ellyn Chase
Special Assistant to the System President Maine Community College System
323 State Street
Augusta, ME 04330
Telephone: 207-629-4017
Email: echase@mccs.me.edu

-----Original Message-----

From: Ellyn Chase
Sent: Tuesday, November 25, 2008 3:06 PM
To: 'Gendron, Susan'
Subject: from John Fitzsimmons

Dear Sue,

Dr. Lyons forwarded to me a copy of the letter he was cc'd on from you to Betsy St. Cyr in Sanford regarding their proposal for a consolidated grade 9-16 model facility. Our interpretation of the law and State Board rules led us to have a very different discussion with the Many Flags group in Rockland than what is outlined in your letter to Betsy dated November 24. While your interpretation is different than the one we have held, we will defer to your interpretation.

Based on your November 24 letter, I have been in touch with Rep. Chris Rector so that both proposals, Rockland's and Sanford's, can be considered on a

level playing field when it comes to Maine Community College System support.

Wishing you and your family a wonderful Thanksgiving.

Fitz

Ellyn Chase

Special Assistant to the System President Maine Community College System

323 State Street

Augusta, ME 04330

Telephone: 207-629-4017

Email: echase@mccs.me.edu

Sent from my BlackBerry(r) wireless device from U.S. Cellular This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the system manager. This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail.